Junior-Senior High School Handbook

1988-89

Alberta Education

88-05123/

Regional Offices of Alberta Education

Regional Offices
Edmonton – 427-2952
Calgary – 297-6353
Grande Prairie – 538-5130
Red Deer – 340-5262
Lethbridge – 381-5243

REFER TO APPENDIX D FOR ALBERTA EDUCATION ORGANIZATIONAL CHART

Education Information – 427-7219

JUNIOR-SENIOR HIGH SCHOOL HANDBOOK

SUMMARY OF CHANGES, 1988-89

List of Revisions

All changes are effective the first day of the 1988-89 school year or as explicitly dated.

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This handbook contains information on a wide variety of topics. Some of the statements are regulatory; others suggest procedures which are recommended but not mandatory. Those statements (regulations) where discretionary action is not permitted are marked with a symbol ▮ in the left-hand margin.

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JUNIOR-SENIOR HIGH SCHOOL HANDBOOK

1988-89

Regulations and Guidelines

Pertaining to the Operation

of

Alberta Junior and Senior High Schools

This handbook is issued under the authority of the Minister of Education pursuant to Section 11 of The School Act, Chapter S-3, Revised Statutes of Alberta 1980, as amended.

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FOREWORD

The *Junior-Senior High School Handbook* is published by Alberta Education and is intended to serve the following purposes:

(1) **To provide information** to school administrators, teachers and other interested readers relative to the organization and operation of the secondary school.

(2) **To communicate guidelines** that have proven to be useful in organizing and operating secondary schools.

(3) **To inform persons** who have **administrative responsibility** within school systems **of various regulations or other requirements** specified by Alberta Education. These items are identified by a symbol ▮ in the left-hand margin.

THE GOALS OF BASIC EDUCATION FOR ALBERTA

INTRODUCTION

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

(1) they identify the distinctive role of the school and its contribution to the total education of youth

(2) they provide purpose and direction to curriculum planning, implementation and evaluation

(3) they enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for Grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education: the learning which occurs in school influences and is influenced by what is learned outside the school.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

— Develop competencies in reading, writing, speaking, listening and viewing.

— Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national and international emphasis in each.

— Develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner.

— Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.

— Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.

— Acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the other, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

— Develop intellectual curiosity and a desire for lifelong learning.

— Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles.

— Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.

— Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.

— Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.

— Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours.

— Develop an appreciation for the role of the family in society.

— Develop an interest in cultural and recreational pursuits.

— Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.

— Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of individuals in order that they might fulfil their personal aspirations while making a positive contribution to society.

DEVELOPING DESIRABLE PERSONAL CHARACTERISTICS

The following statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

Respectful	- has respect for the opinions and rights of others, and for property.
Responsible	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	- behaves in an open, consistent and equitable manner.
Tolerant	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	- is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	- is generous, compassionate, understanding, considerate.
Forgiving	- is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	- is dependable, faithful; devoted to friends, family and country.

2. Intellectual Characteristics

Open-minded	- delays judgments until evidence is considered, and listens to other points of view.
Thinks critically	- analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	- is inquisitive, inventive, self-initiated; searches for knowledge.
Creative	- expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	- has internalized the need for doing his or her best in every field of endeavour.
Appreciative	- recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

3. Social/Personal Characteristics

Co-operative	- works with others to achieve common aims.
Accepting	- is willing to accept others as equals.
Conserving	- behaves responsibly toward the environment and the resources therein.
Industrious	- applies himself diligently, without supervision.
Possesses a strong sense of self-worth	- is confident and self-reliant; believes in own ability and worth.
Persevering	- pursues goals in spite of obstacles.
Prompt	- is punctual; completes assigned tasks on time.
Neat	- organizes work in an orderly manner; pays attention to personal appearance.
Attentive	- is alert and observant; listens carefully.
Unselfish	- is charitable, dedicated to humanitarian principles.
Mentally and physically fit	- possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

SECONDARY EDUCATION IN ALBERTA: POLICY STATEMENT

New directions, goals and priorities for secondary education have been defined in the government's policy statement, *Secondary Education in Alberta*, released June 1985. This reaffirms the Goals of Education and the Goals of Schooling, establishes redirection for the secondary education program and is based on the following statements.

AIM OF EDUCATION

The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.

GOALS OF SECONDARY EDUCATION

Education should help students recognize, make, and act on good choices. Within this broad aim, the goals of secondary schools are to assist students to:

- develop the ability to think conceptually, critically and creatively; to acquire and apply problem-solving skills; to apply principles of logic; and to use different modes of inquiry
- master effective language and communication skills, including the ability to use communications technology
- acquire basic knowledge, skills, and positive attitudes needed to become responsible citizens and contributing members of society
- learn about the interdependent nature of the world, through a study of history, geography, and political and economic systems
- become aware of the expectations of the workplace — expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers
- assume increasing responsibility for independent and continuous learning, and develop positive attitudes toward learning while in school, in preparation for self-directed, lifelong educational experiences
- learn about themselves and develop positive, realistic self-images
- develop constructive relationships with others based on respect, trust, co-operation, consideration, and caring as one aspect of moral and ethical behaviour
- develop cultural and recreational interests and realize personal aspirations.

ROLE OF JUNIOR HIGH SCHOOLS

The primary role of the junior high school is to continue and extend the work of the elementary school. In doing so, adjustments must be made to educational programs and to school organizations to reflect the wide range of levels of intellectual, emotional, ethical, physical and social maturity of junior high school students. Junior high school is a critical schooling period. Students are experiencing dramatic physical, psychological and social changes, all the while being challenged to carry on with schooling.

Opportunities should be provided for students to:

- **continue development of basic knowledge, skills and positive attitudes, and to consolidate earlier learning**
- **develop their individual interests, abilities and talents, and in the process to develop specific competencies**
- **explore a range of learning experiences and apply new learning in different circumstances**
- **set goals for, and make choices about, their learning and take increasing responsibility for their education and, indeed, their lives**
- **help them mature with a positive, realistic self-image, and meet their need for affirmation and acceptance by significant adults and peers.**

ROLE OF SENIOR HIGH SCHOOLS

The senior high school occupies a special place in our education system. First, many of the students are over the age of 16 and are not, therefore, required to remain in school. Second, the completion of senior high school signals the end of formal schooling for most students. Finally, public attention is focused on keeping students in school and on the qualities of graduates to a degree not found at the other two levels of schooling.

Senior high school programs should provide opportunities for students to:

- **complete development of basic skills, if necessary through modified instructional activities or through alternative programs**
- **extend and refine intellectual and other skills in preparation for entry into post-secondary education**
- **choose courses that will lead to the fulfilment of personal aspirations**
- **acquire specialized knowledge, skills and positive attitudes required for direct entry into the work force**
- **become confident, competent and responsible individuals, ready to assume the role of contributing members of society.**

I. ACCREDITATION PROCEDURES

A. ACCREDITATION OF SECONDARY SCHOOLS

1. Departmental Requirements

Secondary schools, including Category 1 and Category 3 private schools, are accredited yearly when they meet the following conditions:

a. Subjects are taught by qualified teachers holding valid Alberta teaching certificates.

b. Instructional time allocated to each subject must meet or exceed minimum times specified by Alberta Education.

c. The content of each subject follows that outlined in the *Program of Studies for Junior High Schools* and or the *Program of Studies for Senior High Schools* and or the *Special Education Program of Studies*, or a course approved by the Minister of Education.

d. The junior high school and senior high school are operated in accordance with the *Junior-Senior High School Handbook*. Changes in program, staff, credit allocations and timetables following submission of the Secondary School Program Plan are to be submitted by the superintendent* to the Director, Regional Office of Alberta Education for approval.

e. In accordance with policies of the school board, or designated authority, school marks that are granted to students in diploma examination subjects, and final marks in all other high school subjects:

   (i) are endorsed by the principal and the superintendent of schools concerned
   (ii) are determined by the school on the basis of a fair and just method of evaluation
   (iii) are submitted to Alberta Education for approval and recording at a time and in a manner determined by the Minister of Education.

Secondary schools are accredited on the basis of the declarations given on the Secondary School Program Plan, including the submission of a timetable for the school year. Alberta Education accepts recommendations for credits when the Secondary School Program Plan is properly completed and has been approved by the Director, Regional Office of Alberta Education.

***Note:** In the case of private schools, responsibilities of the superintendent of schools referred to in this handbook shall be assumed by the principal.

2. Secondary School Program Plan

Prior to school opening, the Secondary School Program Plan form is sent to all schools in which junior and/or senior high school grades are taught. All secondary schools shall use this form to document their program organization for 1988-89. Detailed instructions are supplied with the form.

At the completion of a semester or a school year, credits shall be awarded to students upon the receipt of recommendations, subject to the following:

a. The Secondary School Program Plan form has been properly completed and forwarded to the Director, Regional Office of Alberta Education.

Note: School timetables (indicating time allocations by subject) must accompany the Secondary School Program Plan submissions. Where instruction in a subject is given in a language other than English, a list of these courses must be appended to the Secondary School Program Plan.

b. The program as shown in the Secondary School Program Plan is approved by the Director (or designate), of the Regional Office of Alberta Education, and the Secondary School Program Plan is then forwarded to the Student Evaluation and Records Branch.

c. The school has complied with the departmental requirements relative to accreditation.

3. Special Circumstances

The principal shall describe all special or unusual circumstances relative to the school organization in the space provided on the Secondary School Program Plan. Special provisions in the school plan to accommodate these circumstances shall be approved by the superintendent prior to submitting the Secondary School Program Plan to the Director, Regional Office of Alberta Education.

4. Instruction in Languages Other Than English

In Alberta, a school jurisdiction may provide instruction in a language other than English according to Section 159 of The School Act. Additional information related to intent, objectives and content is available from the Language Services Branch.

5. Special Education Programs

Modifications to the regular programs of studies have been developed by Alberta Education for pupils in the following special education programs: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired, and hearing impaired.

Curriculum guides are available for these programs and include material for junior and senior high school pupils (see page 79). For further information regarding special education programs, please contact the Director, Alberta Education Response Centre, or the Director, Regional Office of Alberta Education.

Special education students taking regular curriculum courses will be expected to meet the standard hours per course requirement. Special education students taking special education programs will be expected to meet the same total hours of instruction per week as those required of their age peers in regular programs.

Where an individual special education student is unable to attend school for the standard hours of instruction, the superintendent must inform the Director, Regional Office of Alberta Education of the reduction and the circumstances making the reduction necessary.

6. Academic-Occupational Program[1]

The purpose of the Academic-Occupational Program is to provide an alternative to help students who have major difficulty keeping up with their peers in regular school courses. With the approval of their parents,[2] these students may be placed in special classes designed to prepare them for direct entry into an occupation. Students and parents should be aware that not all high school courses in the Academic-Occupational Program may earn credits toward a high school diploma.

School jurisdictions wishing to offer the Academic-Occupational Program shall develop a program based on the Alberta Academic-Occupational Program guidelines. Annual approval of the program shall be obtained from the Director, Regional Office of Alberta Education (or designate) serving the area.

For further information regarding program policy, regulations, guidelines and procedures, please contact the nearest Regional Office of Alberta Education.

7. Integrated Occupational Program

Beginning in September 1989, the Integrated Occupational Program will be available to students in Grades 8 and 9, in those jurisdictions which wish to offer the program.

1. Under review.
2. If a student has reached age 18, the student's approval shall be substituted for that of the parents.

B. STUDENT PLACEMENT AND PROMOTION

1. Placement and Promotions

Placement of students within the junior high school and promotion to Grade 10 is determined by the principal of the junior high school, subject to policies of the local school board or school governing authority and subject to provisions of this handbook.

Placement of students within the senior high school is determined by the principal of the senior high school, subject to policies of the local school board or school governing authority and subject to provisions of this handbook.

2. Registration of Students

At the beginning of each school year, the Student Evaluation and Records Branch will provide the appropriate registration documents to each accredited junior high school.

In September and February of each school year, the Student Evaluation and Records Branch will provide the appropriate registration documents to each accredited senior high school offering credit programs.

3. Alberta Correspondence School

The Alberta Correspondence School can enhance local educational programs by providing instruction to students for whom classroom instruction cannot be provided in desired subjects.

Registration Procedures[1]

a. Students under 16 years of age shall obtain the approval of the superintendent, school principal, or designate, prior to registering in correspondence school courses.

b. The principal or counsellor should assist the student in selecting suitable courses, obtaining the required textbooks and other materials, establishing timetable periods for correspondence study, monitoring progress, and arranging for writing final tests.

Effective June 1, 1988 the Alberta Correspondence School will discontinue its practice of loaning textbooks to students. Students attending a school may obtain textbooks from the Learning Resources Distributing Centre or, according to school board policy, from the school system. Other learning resources, for example computer software or laboratory kits that are integral to a correspondence course package, are available from the Alberta Correspondence School.

1. Students in unorganized territories or residing outside Alberta may apply directly to the Alberta Correspondence School.

The Alberta Correspondence School will send status reports on student progress to school principals (school students) and to jurisdiction offices (non-school students) regularly throughout the school year.

Further information about the services available, registration procedures, fees and course materials may be obtained by contacting the Student Services Department, Alberta Correspondence School, Box 4000, Barrhead, Alberta, T0G 2P0. (Telephone: 674-5333)

4. Evaluation of Out-of-Province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts or other official statements of previous standing to the school which they plan to attend. The school will evaluate these documents in relation to approved high school courses or unassigned credits and submit a copy of the evaluation to the Student Evaluation and Records Branch of Alberta Education for recording purposes. Evaluation forms can be obtained from the Student Evaluation and Records Branch.

Exchange students from another province or country, expecting to complete a course for credit, should be registered with the Student Evaluation and Records Branch.

Students immigrating to Alberta from outside of Canada shall not be granted credits for Social Studies 10 or 13. Individual student cases may be appealed to the Special Cases Committee, Alberta Education (refer to page 44 for further information).

School authorities should contact Alberta Education when in doubt about evaluations. Post-secondary courses are not equated to credits for the High School Diploma but may be evaluated for the High School Equivalency Diploma. Such concerns and those related to the interpretation of the credentials of Canadian students may be directed to the Evaluation Officer, Student Evaluation and Records Branch. Questions regarding out-of-Canada credentials may be sent to the Director, Teacher Certification and Development, for advice and recommendations.

Students planning to enter any post-secondary institution in Alberta should submit their documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

The Council of Ministers of Education, Canada publication *Secondary Education in Canada, A Student Transfer Guide* is designed to assist in the placement of students. Copies of this guide are available upon request (at no charge) from Central Support Services, Alberta Education, 11160 Jasper Avenue, Devonian Building, West Tower, Edmonton, Alberta, T5K 0L2.

5. Grade 12 Validation Statement

The Student Evaluation and Records Branch will issue to each Grade 12 student a validation statement indicating the complete high school achievement record. Students will be asked to check this record. Any change in a student's record must be authorized by the **principal of the school in which the courses were completed**. All forms are to be returned to the Student Evaluation and Records Branch.

C. STUDENT ACHIEVEMENT IN SENIOR HIGH SCHOOL SUBJECTS

1. Reporting of Student Achievement in Senior High School Subjects

Achievement in all completed high school non-diploma examination courses is to be reported on the *High School Results Statement for Non-Examination Subjects* supplied by the Student Evaluation and Records Branch. For each course, excluding the diploma examination subjects, the school will identify the course code, course name, credits earned, semester, grading, and language of instruction if other than English. One copy of this statement will be sent to the Student Evaluation and Records Branch, one will be given to the student, and one will be retained at the school. Additional instructions will be forwarded with the statement.

School marks in all diploma examination subjects are to be reported to the Student Evaluation and Records Branch by the first day of the diploma examinations schedule, in a format specified by the Director, Student Evaluation and Records Branch.

Achievement in subjects reported to Alberta Education shall not be subsequently deleted from a student's record. Such marks may, however, be corrected if the student's mark was erroneously reported.

2. Grade 12 Diploma Examinations Programs[1]

To qualify for a **General High School Diploma**, students shall write a diploma examination in English 30 or English 33.

To qualify for an **Advanced High School Diploma**, students shall write a diploma examination in:

English 30	and one of
Mathematics 30	Biology 30
Social Studies 30	Chemistry 30
	Physics 30

Except for English 30 and English 33, diploma examinations are available in French and students may write in French or in English. Students enrolled in Langue et littérature 30 shall write the diploma examination.

1. These requirements will change for students entering Grade 10 in the 1988-89 school year.

The diploma examinations programs consist of course specific examinations based on the *Program of Studies for Senior High Schools*. Administrators should refer to the annual publication "General Information Bulletin: Grade 12 Diploma Examinations Program" for complete information on the diploma examinations program.

a. **January and June Diploma Examinations.** Examinations are written at all high schools offering the diploma examination courses. All students who are currently enrolled in diploma courses are to be registered for the examinations with the Student Evaluation and Records Branch by their high school principal. All others wishing to write the diploma examinations should submit an application to the high school where they wish to write by the first Friday in November or March.

b. **August Diploma Examinations.** Examinations are written at a number of selected centres throughout the province.

c. **Eligibility to Write**

   (i) Students currently enrolled in an examination subject shall write the diploma examination in that subject before credits are awarded.

   (ii) Students who have been previously awarded credit for the course may write the diploma examination upon application.

   (iii) Mature students, as defined on page 41 of this handbook, may write the diploma examination upon application without taking regular instruction.

d. **Special Provisions.** Students who require special provisions in order to write the diploma examination may request:

   (i) the appointment of a scribe to assist during the examination

   (ii) that the examination be provided in Braille, large print or audio cassette

   (iii) that variation in writing time, place or mode of response be permitted

   (iv) exemption from writing an examination.

   Administrators are directed to the policies on *Special Examination Provisions for Learning Disabled Students* and *Special Examination Provisions for Physically Disabled Students*, listed in the "General Information Bulletin: Grade 12 Diploma Examinations Program". Application, together with the required documentation regarding special needs students, should be made by the school principal to the Director, Student Evaluation and Records Branch, as soon as possible and not later than 90 days before the first examination date.

   Students who write their examinations under special conditions will have their transcripts annotated with respect to the special provisions prevailing at the time of writing.

e. **Special Circumstances.** Under certain circumstances, the school-awarded mark may be accepted upon application to and approval by the Special Cases Committee (refer to page 44 for further information).

f. **Examination Results.** Following each examination period, students will receive a results statement showing the school-awarded mark, the examination mark and the blended mark.

Each school will receive a summary of scores for students registered in that school for each diploma examination.

g. **Appeal Procedures: School Course Marks.** School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

(i) appeal to the school principal under the policies set by the school board, or

(ii) take the course again.

Changes to non-diploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

h. **Appeal Procedures: Diploma Examination Marks.** A student who is dissatisfied with a Grade 12 diploma examination mark may:

(i) request a rescore, in writing, to the Director, Student Evaluation and Records Branch, in accordance with the terms and date specified on the appropriate results statement

(ii) rewrite the examination at a later administration date.

Although there is no fee for rewriting the Grade 12 diploma examinations, a prepayable fee is required for rescoring an examination. The rescore fee is as specified in the current edition of the "General Information Bulletin: Grade 12 Diploma Examinations Program". If there is an increase of 5% or more on rescoring, the fee is refunded to the student.

The student will receive the result of the rescored examination as the final mark in that diploma examination.

Formal notifications of school marks changes in diploma examination courses are to be submitted to the Student Evaluation and Records Branch prior to dates published in the annual "General Information Bulletin: Grade 12 Diploma Examinations Program" for the release of results statements to the respective administration.

Requests to change diploma examination school course marks after the published dates shall be submitted to the Special Cases Committee, Alberta Education, for approval.

3. High School Diplomas

The Student Evaluation and Records Branch issues General and Advanced High School Diplomas in April, September, and November to students meeting the diploma requirements. A transcript showing all high school courses accompanies each diploma. If and when additional courses are completed, it is the responsibility of the student to request an updated transcript. For further information regarding diploma requirements, please refer to page 30.

4. Provisions for Mature Students

Mature students may earn high school credits without holding the prerequisite courses. For further information, refer to page 41.

5. Credits for Private School Instruction

When a Category 2, 3, or 4 private school is approved as a Category 1 private school, students enrolled in the school prior to the change in category may be awarded retroactive high school credits for courses successfully completed, subject to the recommendation of the Director, Regional Office of Alberta Education. In these instances, the student will be responsible for providing the Director, Regional Office of Alberta Education, with a record of the final mark awarded by the private school and a content outline of the course for which retroactive credits are being granted.

II. JUNIOR HIGH SCHOOL

A. CATEGORIES OF COURSES

Full details regarding the general objectives and content of courses are contained in the program of studies and are developed further in the respective curriculum guides.

Courses for study in the junior high school fall into two categories, core and complementary.

The combination of core and complementary courses is designed to meet two objectives:

- to provide all students with a core of skills, knowledge and positive attitudes
- to provide opportunities to adapt and complement the core program to meet the diverse needs, capabilities and aspirations of individual students.

1. Core Courses

The core courses, which are compulsory for all students, are English language arts, social studies, mathematics, science, physical education, and health and personal life skills.

For schools offering instruction in a language other than English (Section 159 of The School Act), a language arts course in the language of instruction must be taught. This is in addition to the core courses noted above.

2. Complementary Courses

The complementary courses include the practical arts, fine and performing arts, second languages, religious or ethical studies, and locally authorized courses.

B. STRUCTURE OF THE PROGRAM

1. Instructional Hours

A minimum of 950 hours of instruction at each grade level is required. A minimum of 650 hours shall be allotted to core courses and a minimum of 225 hours shall be allotted to complementary courses.

Instructional time is defined as time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained.

2. Core

The minimum time allotment (hours per year) for each course shall be:

English Language Arts	150
Health and Personal Life Skills	50
Mathematics	100
Physical Education	75
Science	100
Social Studies	100

Note 1

For schools offering instruction in a language other than English (Section 159 of The School Act), the above-noted time allotments for core courses apply. In addition, there shall be a minimum of 150 hours of language arts in the language of instruction.

Note 2

The programs referred to in this handbook are designed to meet the needs and abilities of most students. Where a substantially different program plan is proposed for a group of students, authorization shall be obtained by the superintendent from the Director, Regional Office of Alberta Education.

3. Complementary

Students shall select a minimum of three complementary courses per year. Students should be encouraged to continue in Grades 8 and 9 with one of the complementary courses selected in Grade 7.

Practical Arts
- Agriculture
- Computer Literacy
- Home Economics
- Industrial Education
- Typewriting

Second Languages
- French
- German
- Ukrainian
- Other

Fine and Performing Arts
- Art
- Drama
- Music (General)
  (Choral)
  (Instrumental)

Religious or Ethical Studies
- Ethics
- Religious Studies

Other
- Locally Authorized Courses

Note 1

Each student shall be enrolled in at least three complementary courses to be scheduled for a total of at least 225 hours. Of these three courses, at least two shall be provincially authorized and shall be scheduled for at least 150 hours. Subject to the foregoing conditions, students may enrol in one or more locally authorized courses. For the purposes of this section, religious studies is deemed to be provincially authorized.

Note 2

Religious studies may be offered at the discretion of the local school board pursuant to Section 160 of The School Act.

Note 3

Although designated as a Grade 8 course, ethics may be offered in Grades 7, 8 and 9.

Note 4

Although designated as a Grade 8 course, computer literacy may be offered in Grades 7 or 9.

Note 5

Although designated as a Grade 9 course, typewriting may be offered in Grades 7 or 8.

Note 6

For schools offering instruction in a language other than English (Section 159 of The School Act), students shall select a minimum of two complementary courses.

Note 7

The minimum recommended allotment of time for a second language course is 100 hours per year.

Note 8

The Government of Alberta has recognized the multicultural nature of the province through the Alberta Cultural Heritage Act (1984). Accordingly, Alberta Education encourages school boards to develop second language courses to meet the needs of the local community when such courses are not available from the department. Guidelines and procedures for the development and approval of these second language courses may be obtained from the Director, Language Services Branch.

Note 9

The new two-year junior high German program may be offered in any of Grades 7, 8 or 9.

C. ELECTIVE COMPONENTS OF JUNIOR HIGH CORE AND COMPLEMENTARY COURSES: POLICY, GUIDELINES AND PROCEDURES

1. Policy

Each junior high course shall have an elective component designed to provide opportunities to adapt and enhance the required portion of each course to meet the diverse needs and capabilities of individual students.

2. Guidelines

a. The elective component allows for adaptation of content, teaching strategies, instructional time and learning resources to meet specific individual student and/or group needs.

b. The elective component provides for enrichment and for additional assistance to individual students as necessary.

c. The elective component provides opportunities for innovation and experimentation to meet student needs.

d. The elective component is not intended to provide acceleration or advanced placement, and therefore avoids unnecessary and substantial overlap with other courses or with courses at a higher level.

3. Procedures

a. A school jurisdiction is responsible for implementing the elective components of all core and complementary junior high courses.

The maximum time allotment for the elective component of each core course shall be 20% of the instructional time. The maximum time allotment for the elective component of each complementary course shall be 30% of the instructional time.

b. Alberta Education is responsible for providing program of studies specifications for each course authorized by the Minister, and providing guidelines in curriculum guides and support documents for the implementation of the elective component.

III. SENIOR HIGH SCHOOL

A. TYPES, PROGRAMS, ORGANIZATION

1. Types of High Schools

In Alberta, senior high school programs are made available through:

a. public and separate high schools

b. the Alberta Correspondence School

c. approved and accredited private schools

d. extension programs offered by any of the above, plus Alberta vocational centres, private and public colleges.

2. Numbering Systems of High School Courses

All courses are numbered in decades. Numbers 10-19 are for Grade 10 courses, numbers 20-29 for Grade 11 courses, and numbers 30-39 are for Grade 12 courses.

EXAMPLE:

Grade 10	**Grade 11**	**Grade 12**
English 10	Social Studies 20	Typewriting 30
Science 11	Drama 20	French 30
Beauty Culture 12	Music 21	Latin 30

3. Time–Credit Relationship

a. Regular Programs

At least 25 hours per credit shall be scheduled for purposes of instruction, examinations, and other activities that directly relate to the course for which credit is to be granted.

Three-credit courses shall be scheduled for not less than 62.5 hours of instructional time.

A school may provide more than the minimum instructional time specified for any course.

b. Extension Programs

School boards, approved private schools, Alberta vocational centres and private and public colleges may offer extension programs in basic senior high education.

- Requirements as noted under Section 1, Part A, pages 1 to 3 of this handbook, apply to all schools offering senior high school extension courses for credit.

- All senior high school extension courses shall be:

  (i) instructed for at least 13 hours per credit

  (ii) instructed for at least 32.5 hours for three credits

  except work experience which shall receive a minimum of 25 hours per credit.

  Those boards, centres, or institutions that operated extension programs during 1987-88 will receive the information and materials required for the continued operation of such programs. Those that have not operated extension programs during 1987-88, but now wish to do so, may receive the required information from the Director, Regional Office of Alberta Education.

4. Guidelines for Program Organization

Priority should be given to offering a program that enables students:

- to meet diploma requirements (see page 30)
- to earn about 35 credits per year
- to enter post-secondary institutions or to seek employment
- to have some opportunity for taking preferred complementary courses.

5. Special Circumstances

Where special circumstances, such as low school or course enrolment, create a conflict between these priorities and normal programming practices, or the regulations cited in this handbook, the circumstances must be noted on the Secondary School Program Plan. Accommodations will be approved by the Director, Regional Office of Alberta Education when they are deemed in the best educational interests of the students.

B. STUDENT PROGRAMMING

Certain courses are obligatory for the General and the Advanced High School Diplomas. Some Grade 10 courses are normal prerequisites for more advanced high school courses. All students should become familiar with the guidelines when planning their Grade 10 program in order to avoid possible difficulties in the later high school years.

Please note that minimum and maximum credits for which students are enrolled will not be checked by Alberta Education. **Principals are therefore urged to ensure that credits are checked carefully in the schools.**

1. General

a. Students should be given assistance in the planning of their high school programs.

b. In planning a program, the student should keep in mind the requirements for a General or an Advanced High School Diploma as outlined on pages 30 to 33.

c. In addition to diploma requirements, a student's choice of subjects in high school may be governed by requirements as adopted by the school board that has jurisdiction over the students, provided that these requirements do not contravene the provisions of this handbook.

d. Student choice of programs is subject to approval of the principal except where a student (age 16 or over) elects to take correspondence courses. Steps should be taken to secure parents' understanding and concurrence in their children's registration.

e. Students who intend to enter university or any other post-secondary training institution should be advised upon entering high school to check the entrance requirements of the particular university faculty or other post-secondary program in the institution they plan to attend.

f. Students taking academic program courses (e.g., Physics 10-20-30; French 10N-20N-30N) should not be registered concurrently in an alternative program (e.g., Science 11, French 10S-20S-30S).

2. a. First Year – Grade 10

During the first year in high school, a student should choose courses from the Grade 10 list. However, principals may permit students to register in Grade 11 subjects (see No. 8, page 18).

b. Second Year – Grade 11

During the second year in high school, a student should normally choose courses listed under Grade 10 and Grade 11. However, principals may permit students to register in Grade 12 subjects (see No. 8, page 18).

c. Third Year – Grade 12

During the third year in high school, a student may choose courses listed under Grades 10, 11 and 12 providing normal prerequisites have been obtained.

3. Attendance

Attendance requirements should be set by policy of the school board. The policy should also cover a student taking a "repeat" course. In such cases, the student has the right of appeal to the Special Cases Committee (see page 44).

Exceptions to the minimum attendance requirements:

a. Correspondence students.

b. Credit in music obtained through private study.

Students who are expelled from school or from a diploma examination course on December 1 in the first semester, or May 1 in the second semester, or later in any of the semesters, may apply to the Special Cases Committee for permission to write the following Grade 12 diploma examinations:

English 30	Biology 30
English 33	Chemistry 30
Social Studies 30	Physics 30
Mathematics 30	Langue et littérature 30

Pursuant to such a request, Alberta Education will review a report from the principal giving the achievement and attendance of the student(s) and the circumstances that resulted in expulsion and will decide whether the student(s) concerned may be granted permission to write the diploma examinations.

4. High School Graduation

The successful completion of the diploma requirements outlined on pages 30 to 33 will result in the awarding of one of the two high school diplomas.

5. Letter Gradings

The Rutherford Scholarship Fund for High School Achievement requires that all achievement in completed courses, and evaluations where possible, is to be reported in exact scores. Subjects in which achievement is reported by letter grades will **not** be considered in the calculation of averages by the scholarship fund administrators.

Letter gradings must be in accordance with this scale.

Letter Gradings	Range on Scale
A	80 - 100
B	65 - 79
C	50 - 64
F*	0 - 49

6. Standing Required for Credit

To earn the credits attached to all high school courses, a student shall achieve at least 50% ("C" standing) in each course.

7. Prerequisite Standing

A student who has achieved a mark of 50% or higher in a given course is eligible to take the next or higher rank high school course in that sequence; e.g., English 10-20-30 or Mathematics 10-20-30.

This privilege of continuing to a higher level course does not necessarily apply when a student is crossing over from the 13-23-33 sequence to the 10-20-30 sequence; e.g., taking Mathematics 20 after having taken Mathematics 13. Where a student is changing from a 10-20-30 sequence to the 13-23-33 sequence; e.g., in moving from English 10 to English 23, the principal may admit a student with less than a 50% standing. **Each school shall have a policy stating clearly the criteria to be met by a student who wishes to change program routes. School policies should be approved by the board.**

8. Waiver of Normal Prerequisites

Under special circumstances, normal prerequisites shown in Appendix A (pages 51 to 60) may be waived by the principal, provided the following conditions are met:

a. Other related courses or experiences are substituted.

b. Judgments are made on an individual basis, not for an entire class of students.

*Letter grades D (40%–49%) and F (0%–39%) were awarded prior to September 1986.

c. Principals may waive prerequisite courses for a student where it can be demonstrated that it is in the student's best interests to do so. However, prerequisite courses that are part of the high school diploma requirements should not normally be waived. These include Social Studies 10, Physical Education 10, English 10 or 13, Mathematics 10, 13 or 15, English 20, 23 (or two Language Arts 21 courses), Chemistry 10, Biology 10, Physics 10 or Science 11.

d. Unless a student is mature, as defined on page 41 of this handbook, credits are not granted for the waived prerequisite courses.

e. Waived courses are to be reported, in writing and as they are granted, to the Director, Student Evaluation and Records Branch.

9. Retroactive Credits

The following applies to all regular students (refer to page 41 for provisions that apply to mature students).

Students not achieving at least 50% (e.g., Mathematics 10) may elect to repeat the course or, subject to the approval of the school principal, elect to continue in the alternative course sequence (e.g., Mathematics 23). Students who successfully complete the next higher level in an alternative course sequence (e.g., Mathematics 23) shall be granted credit in the prerequisite course in that sequence (e.g., Mathematics 13).

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

a. The student is registered by the principal in an approved course and receives instruction in the course in Semester "A" or Year "A".

b. At the end of Semester "A" or Year "A", the principal reports to the Student Evaluation and Records Branch that the student has FAILED in the registered course. (A mark of less than 50% must be reported to the Student Evaluation and Records Branch and recorded on the student's file in order for the student to be eligible for retroactive credits in the following years.)

c. Pursuant to a specific school board promotion policy, the student is registered by the principal into the next higher level course in an alternative course sequence in the following Semester "B" or Year "B".

d. The principal subsequently submits to the Student Evaluation and Records Branch, in the appropriate reporting period for Semester "B" or Year "B", a pass mark in the higher level alternative course completed.

PLEASE NOTE THAT IN THE AFOREMENTIONED CRITERIA THE REFERENCE TO "SEMESTER/YEAR A" AND "SEMESTER/YEAR B" IS INTENDED TO EMPHASIZE THAT SEQUENTIAL REGISTRATION AND INSTRUCTION ARE ESSENTIAL REQUIREMENTS OF THE NEW PROVISION.

ELIGIBLE COURSES

Registered Course Reported Failed Semester/Year: A	Alternative Course Passed Semester/Year: B	Course Eligible for Retroactive Credits Semester/Year: B
English		
English 10	English 23	English 13
English 20	English 33	English 23
French		
LL 10	French 20N	French 10N
French 10N	French 20S	French 10S
French 10S	French 20	French 10
LL 20	French 30N	French 20N
French 20N	French 30S	French 20S
French 20S	French 30	French 20
Mathematics		
Mathematics 10	Mathematics 23	Mathematics 13
Mathematics 13	Mathematics 25	Mathematics 15
Mathematics 20	Mathematics 33	Mathematics 23
Social Studies		
Social Studies 10	Social Studies 23*	Social Studies 13
Social Studies 20	Social Studies 33*	Social Studies 23

10. Special Cases

An individual whose program appears to be unduly restricted because of application of guidelines may apply directly to the Special Cases Committee, Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2, for consideration (see page 44). Students may also apply to the Special Cases Committee in instances of disputed evaluation.

*Social Studies 23 and 33 will become effective September 1989 and September 1990, respectively.

C. ADDITIONAL INFORMATION REGARDING VARIOUS SUBJECTS

1. Language Arts

For students who entered Grade 10 prior to September 1988, any two of the following courses may constitute the prerequisite for English 30 or English 33.

2141 Communications 21a	(3)
2142 Communications 21b	(3)
2143 Literature 21a	(3)
2144 Literature 21b	(3)

A student may earn credit in English 30 and 33 but not concurrently (i.e., not in the same semester).

2. Second Languages

It should be noted that 10-level courses in second languages in senior high school are intended for students beginning the study of a second language. Students following the 1980 six-year programs in French and Ukrainian should be registered in 10S, and students following the 1980 nine-year French program should be registered in 10N. Students not in the 1980 six-year or nine-year programs, but showing proficiency in a second language, should be considered for 20-level courses in order that articulation and continuity of programs can be maintained.

Students who have successfully completed one of the courses, French 20S, French 20N or Langue et littérature 20, may be recommended for credit in French 30. In such cases, the student's mark is to be submitted for French 30 only.

Both 31-level and 30-level courses in German are recognized for university admission requirements. Generally, students who complete 31-level courses develop greater proficiency in the second language studied. The same applies to 30S and 30N courses in French and Ukrainian.

3. Social Studies and Social Sciences

For students who entered Grade 10 prior to 1988-89:

a. It is intended that the Social Studies 10-20-30 sequence will serve the needs and interests of most students. The social science options are designed as supplements to, rather than replacements for, learning that is offered in the social studies.

b. Students may satisfy high school requirements by successfully completing Social Studies 10 and Social Studies 20, or Social Studies 10 and a minimum of five credits in the social sciences.

c. Social Studies 20 is the preferred prerequisite for Social Studies 30.

d. A maximum of 18 credits in the social sciences may be applied toward a high school diploma in addition to the 15 credits that could be earned in Social Studies 10-20-30.

e. Though none of the social science options has been designated as a 10-level course, principals may allow Grade 10 students to enrol in any of the 20-level social science options. Similarly, principals may allow Grade 11 students to enrol in 30-level social science courses.

f. Some faculties will accept two of the 30-level social science options for purposes of university entrance. Counsellors are encouraged to consult university calendars and/or contact pertinent faculties before advising students to include such options in their programs.

Note: Law 20 and Law 30 are not social science options.

Students entering Grade 10 in 1988-89 may only use Social Studies 10-20-30 or Social Studies 13-23-33 to meet the requirements for the General High School Diploma (see page 32).

4. Music – Private Study

A limit of 15 credits for private music study may be granted in senior high school.

When music credits are obtained by private study, five credits are granted for each of Music 10 or 11 (but not both), 20 or 21 (but not both), 30 or 31 (but not both). Music 10, 20 and 30 refer only to singing, and Music 11, 21 and 31 refer only to instrumental courses.

Schools are responsible for making recommendations regarding the awarding of credits for music taken by private study. Credits for work completed in previous years may be granted in advance of the grade in which the student is enrolled. Schools should only award credits on the basis of documents presented.

The chart on page 23 is intended to assist principals to make recommendations for the awarding of credits for music taken by private study.

The school will evaluate the documents, using an evaluation form supplied by the Student Evaluation and Records Branch, and send a copy of the completed evaluation to the Student Evaluation and Records Branch. To obtain credit, students must pass each of the components listed in the chart for that grade level. Marks submitted by schools to Alberta Education should be calculated as follows at each grade level:

Practical Component (Grade Level) – 70% of mark submitted
Other Components (Theory and Harmony) – 30% of mark submitted

CHART SHOWING COURSES IN WHICH CREDITS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY

Revised 1988

	WESTERN BOARD OF MUSIC						ROYAL CONSERVATORY - TORONTO			MOUNT ROYAL COLLEGE - CALGARY		
	Recorder	Voice*	Violin, Viola, Cello, Guitar	Percussion, Euphonium, Flute, Clarinet, Trumpet, Sax, Other Wind Instruments	Piano	Electronic Organ, Pipe Organ, Organ	Piano, Violin, Other Strings, Accordion or Guitar	Singing*	Recorder, Percussion, Trumpet, Clarinet, Brass Wind Instruments	Singing*	Piano, Violin	Flute, Trumpet, Clarinet, Sax, etc.
Gr. 10	Gr. 3 + Theory II	Gr. 6 + Theory II	Gr. 6 + Theory II	Gr. 3 + Theory II	Gr. 6 + Theory II	Gr. 6 + Theory II	Gr. 6 + Theory I	Gr. 6 + Theory I	Gr. 4 + Theory I	Gr. 4 + Theory I	Gr. 6 + Theory I	Gr. 6 + Theory I
Gr. 11	Gr. 5 + Theory III	Gr. 7 + Theory III	Gr. 7 + Theory III	Gr. 5 + Theory III	Gr. 7 + Theory III	Gr. 7 + Theory III	Gr. 7 + Theory II	Gr. 7 + Theory II	Gr. 6 + Theory II	Gr. 6 + Theory II	Gr. 7 + Theory II	Gr. 7 + Theory II
Gr. 12	Gr. 7 + Theory IV	Gr. 8 + Theory IV	Gr. 8 + Theory IV	Gr. 7 + Theory IV	Gr. 8 + Theory IV	Gr. 8 + Theory IV	Gr. 8 + Theory II + Harmony III	Gr. 8 + Theory II + Harmony III	Gr. 8 + Theory II + Harmony III	Gr. 8 + Theory II + Harmony III	Gr. 8 + Theory II + Harmony III	Gr. 8 + Theory II + Harmony III

* All voice courses count as Music 10, 20 or 30 respectively for high school credits.
All others are to be used for Music 11, 21 or 31 respectively.

5. Industrial Education

a. A student wishing to establish a prerequisite to a "22" course shall take EITHER:

(i) two modules from the appropriate Industrial Education 10-20-30 course at the five-credit level, (or)

(ii) a "12-15" course for five credits in the appropriate vocational program, (or)

(iii) half of each of two "12-15" courses. Such half courses should be registered as Practical Arts 15(a) and/or Practical Arts 15(b).

Consult the *Industrial Education Handbook* (1983) and the *Program Policy Manual* (1987) for course prerequisites and sequences.

6. Agriculture 10-20-30

No provincial curriculum outlines are available for Agriculture 10, 20 and 30. In practice, these courses may be developed as extensions of the junior high agriculture complementary courses.

Note: This series of courses is NOT acceptable for meeting the science requirement of either the General or Advanced High School Diploma.

7. Driver and Traffic Safety Education 10

Certificates for successful completion of Driver and Traffic Safety Education 10 are distributed by the Director, Regional Office of Alberta Education.

D. SPECIAL PROJECT CREDITS

1. Purpose

Special project credits are designed to recognize work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. As such, special project credits perform two major functions:

a. Students become involved in the selection, planning and organization of their own programs in specific areas.

b. Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

2. Requirements

a. Each project shall be carried out under the supervision of a teacher.

b. Special project credits shall not be awarded for student activities that would be considered a normal part of extracurricular or co-curricular activities generally offered by a school (e.g., school team sports, school newspaper, yearbook).

c. Special project credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

d. Students are required to submit a clearly planned proposal to the principal for approval.

The proposal should include:

(i) a description or outline of the project

(ii) the number of hours of work expected to complete the project

(iii) a method by which the project would be carried out

(iv) a description of the expected result

(v) evaluation procedures as outlined by a teacher

(vi) an expected completion date

(vii) name of the supervising teacher.

e. The principal shall retain a copy of each special project proposal until the project is completed.

f. The opportunity to earn special project credits shall be available to all students including those attending an authorized summer school.

g. The content of the special project need not be related to a specific school subject.

h. If a special project is related to a specific school subject, the content of this project shall be distinct from and in addition to regular course requirements.

i. Projects shall be completed and reported (to the principal) prior to the conclusion of the semester or full term.

j. Where a project takes a student into the workplace, the work site shall be registered with the nearest Regional Office of Alberta Education as a work experience placement.

k. Special project credits may be applied toward the Advanced and General High School Diplomas.

3. Credits

a. Students who successfully complete projects are granted three credits for 75 hours of work or five credits for 125 hours of work in any one semester or full term on the approval of the principal.

b. The special project credits granted to any student should be within the normal 40-credit load in any one school year.

4. School Policy

School jurisdictions shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.

E. WORK EXPERIENCE EDUCATION*

1. Definition

Work experience education is a cooperative effort of the community and the school to further the students' personal development, career planning, occupational knowledge and skills. These programs enhance a student's in-school studies with on-the-job experiential learning activities in business, industry and government.

The work experience education program of studies is comprised of two major components:

a. Work Study (integrated within a course): experiential learning activities undertaken by a student as an integral part of an approved school course which is under the cooperative supervision of a teacher-coordinator and the employer.

b. Work Experience (separate course for credit): experiential learning activities undertaken by a student as an integral part of a planned school program which is under the cooperative supervision of a teacher-coordinator and the employer.

2. Guidelines

Work experience education shall be made available to all students.

a. Requests to the Minister to approve the offering of work experience credits under Section 170 of The School Act may be made by the school board at any time during the year prior to the program becoming operational.

b. The request shall include:

   (i) estimated number of students involved

   (ii) plans for organizing, supervising and evaluating the work experience

   (iii) signature of superintendent or designate.

c. Summer School

   The opportunity to earn work experience credits may be made available through an authorized summer school (see page 14).

d. Work study may be used for non-credit purposes as part of academic-occupational or special education programs.

* Work experience education guidelines may be revised in 1988-89.

3. Regulations

Regulation 1

No additional credits shall be granted for work study since the activity is considered to be an integral part of an approved school course.

Regulation 2

Credits for work experience shall be granted at the senior high school level in modules of three or five credits to a maximum of fifteen credits for any one student.

Conditions

a. For registration purposes, work experience shall be designated Work Experience 15 for three or five credits, Work Experience 25 for three or five credits and Work Experience 35 for three or five credits. There is no implication of prerequisites.

b. To qualify for five credits, the work experience shall be of at least 125 hours duration. To qualify for three credits, the work experience shall be of at least 75 hours of duration.

c. Work experience credits granted to any student shall be within the normal 40-credit load in any one school year.

d. Evaluation and reporting of work experience credits shall be as for other subjects.

e. For students registering in work experience, the school shall have:

   (i) a duly completed application form for Approval of Work Experience Program indicating parental approval

   (ii) annual approval of the work experience program from the nearest Regional Office of Alberta Education. (Application forms for Approval of Work Experience Program are available from the Director, Regional Office of Alberta Education.)

   The application form, signed by the parents, shall be on file at the school before students are placed in work stations. Protection under the Workers' Compensation Act is not in effect, nor are employers exempt from paying the minimum wage, until the work experience application is approved.

Regulation 3

The offering of work experience credits must be carried out under the regular supervision and guidance of a teacher. Cooperating employers shall provide ongoing on-site supervision.

Regulation 4

The regulations set out by the Employment Standards Branch, Alberta Labour, shall be adhered to when work experience credits are being earned. These include:

a. The work hours shall be between 07:00 and 18:00 on regular school days.

b. The ratio of students to employees shall not exceed the following:

   (i) One student when the employer's work force consists of up to 5 employees.

   (ii) Two students when the employer's work force consists of 6-10 employees.

   (iii) Three students when the employer's work force consists of 11-15 employees.

   (iv) Four students when the employer's work force consists of 16-20 employees.

   (v) Five students when the employer's work force consists of 21-25 employees.

   (vi) When the employer's work force exceeds 25 employees, the number of students shall not exceed 15% of the employer's total work force.

c. The minimum wage rates do not apply to students in work experience programs. (See Employment Standards Act, Exemptions Regulations, A.R., 83/81 Section 3 (h) ii.)

d. All students who are taking work experience education and have signed agreements are covered by Workers' Compensation Insurance. In case of an accident, the principal or the co-ordinator of the work experience program should follow the reporting procedure described in the *Work Experience Education Manual*, page 13 under "Procedures for Handling Workers' Compensation Claims".

F. HIGH SCHOOL DIPLOMA AND ARTICULATION REQUIREMENTS

Alberta Education issues two distinct high school diplomas: the General High School Diploma and the Advanced High School Diploma. The diplomas certify that the holder has completed a prescribed program of instruction at a high school or through correspondence instruction under the direction and supervision of Alberta Education.[1]

In response to the policies outlined in the June 1985 document, *Secondary Education in Alberta*, the revised requirements for a General High School Diploma and an Advanced High School Diploma are being implemented over the next three school years, starting in the 1988-89 school term. The charts on pages 32 and 33 present the requirements for students entering Grade 10 prior to and as of the 1988-89 school year. (Refer to Appendix B for the Transitions in the General High School Diploma, and Appendix C for the Transitions in the Advanced High School Diploma.)

The following requirements apply to:

1. Students Who Entered Grade 10 Prior to the 1988-89 School Year

a. **The General High School Diploma** is awarded to a student holding one hundred credits, subject to the following requirements:

(i) Language Arts – a minimum of fifteen credits, five of which shall be in English 10 or 13 and five in English 30 or 33.

(ii) Social Studies and Social Sciences – a minimum of ten credits, five of which shall be earned in Social Studies 10. A maximum of eighteen credits may be earned in the social science options.

(iii) Physical Education 10[2] – a minimum of two credits.

(iv) Mathematics – a minimum of five credits with a maximum of (i) ten credits in Grade 10, and (ii) fifteen credits in Grades 10 and 11 courses.

(v) Science – a minimum of three credits.

1. The diplomas do not necessarily grant admission to post-secondary educational institutions. Students should be made aware that there is a variety of entrance requirements for post-secondary institutions and that they should plan their programs accordingly.

2. Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12.

(vi) Grade 12 courses – five credits in English 30 or 33 plus a minimum of ten credits in at least two other Grade 12 courses (in addition to English). Where 30-level "A" or "B" courses are available, each is acceptable for diploma purposes (e.g., Industrial Education 30A and 30B).

Credits earned in other approved high school courses may be used to obtain the required one hundred credits.

The General High School Diploma requires credits in English 30 or English 33. However, some students who are working toward the General High School Diploma may wish to obtain credits in other diploma examination courses (e.g., Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, Physics 30 and Langue et littérature 30). To obtain credits in these courses, students **shall also write the appropriate diploma examination** regardless of which type of diploma they wish to receive.

b. **The Advanced High School Diploma** is awarded to a student who:

(i) satisfies the current course and credit requirements for a General High School Diploma as listed above, **and**

(ii) earns course credits in English 30, Social Studies 30, Mathematics 30 and ONE of Biology 30, Chemistry 30, or Physics 30.

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with no less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

2. Students Who Enter Grade 10 in the 1988-89 School Year

The requirements for the General High School Diploma and the Advanced High School Diploma are shown on pages 32 and 33.

a. **General High School Diploma**

To qualify for a General High School Diploma, students entering Grade 10* in the 1988-89 school term are required to obtain a minimum of 100 credits, 57 of which are to be defined as follows:

SUBJECT	CREDITS (minimum)	COURSE(S) (minimum)	ELIGIBLE COURSES AND CREDITS[1]
ENGLISH	15 CREDITS	3 COURSES	ENG 10 - 20 - 30 (5) (5) (5) ENG 13 - 23 - 33 (5) (5) (5)
LANGUE ET LITTERATURE[2]	15 CREDITS	3 COURSES	LL 10 - 20 - 30 (5) (5) (5)
SOCIAL STUDIES	15 CREDITS	3 COURSES	SOC ST 10 - 20 - 30 (5) (5) (5) SOC ST 13 - 23 - 33 (5) (5) (5)
MATHEMATICS	5 CREDITS	1 COURSE	MATH 10 (5) MATH 13 (5) MATH 15 (5)
SCIENCE	6 CREDITS	2 COURSES	SCIENCE 11 - 24 (3.5) (3.5) BIOLOGY 10 - 20 (3) (3) CHEMISTRY 10 - 20 (3) (3) PHYSICS 10 - 20 (3) (3)
PHYSICAL EDUCATION	3 CREDITS	1 COURSE	PHYS ED 10 (3,4,5)
CAREER AND LIFE MANAGEMENT	3 CREDITS	1 COURSE	CALM 20 (3,4,5)
A MINIMUM OF TWO GRADE 12 LEVEL COURSES OTHER THAN ENGLISH AND SOCIAL STUDIES[3, 4]	10 CREDITS	2 COURSES	AS SPECIFIED IN APPENDIX A (pages 47 to 71)

57 SPECIFIED CREDITS 43 UNSPECIFIED CREDITS

Note: * Students are not deemed to be in Grade 10 until they have completed the junior high program and have been promoted to Grade 10.

1. Credits are indicated in parentheses.
2. Students of parents identified under Section 23 of the Charter of Rights and Freedoms may present Langue et littérature 10-20-30 as a diploma requirement, but must also present English 10-20-30 or English 13-23-33. New course designations will replace Langue et littérature 10-20-30 in the near future.
3. Students of parents identified under Section 23 of the Charter of Rights and Freedoms may present English 30 or 33 as one of the Grade 12 level courses required in addition to Social Studies 30 or 33 and Langue et littérature 30.
4. One 36-level course from any occupational family will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program.

b. **Advanced High School Diploma**

To qualify for an Advanced High School Diploma, students entering Grade 10* in the 1988-89 school year are required to obtain a minimum of 100 credits, 72 of which are to be defined as follows:

CATE-GORY	SUBJECT	CREDITS (minimum)	COURSE(S) (minimum)	ELIGIBLE COURSES AND CREDITS[1]
A	ENGLISH	15 CREDITS	3 COURSES	ENG 10 - 20 - 30 (5) (5) (5)
	LANGUE ET LITTERATURE[2]	15 CREDITS	3 COURSES	LL 10 - 20 - 30 (5) (5) (5)
	SOCIAL STUDIES	15 CREDITS	3 COURSES	SOC ST 10 - 20 - 30 (5) (5) (5)
	MATHEMATICS	15 CREDITS	3 COURSES	MATH 10 - 20 - 30 (5) (5) (5)
B	SCIENCE	11 CREDITS	3 COURSES	BIOLOGY 10 - 20 - 30 (3) (3) (5) CHEMISTRY 10 - 20 - 30 (3) (3) (5) PHYSICS 10 - 20 - 30 (3) (3) (5)
C	SECOND LANGUAGES, PRACTICAL ARTS or FINE ARTS	10 CREDITS	2 COURSES	See page 34 for approved course sequences for Category C
	PHYSICAL EDUCATION	3 CREDITS	1 COURSE	PHYS ED 10 (3,4,5)
	CAREER AND LIFE MANAGEMENT	3 CREDITS	1 COURSE	CALM 20 (3,4,5)

72 SPECIFIED CREDITS 28 UNSPECIFIED CREDITS

Note: * Students are not deemed to be in Grade 10 until they have completed the junior high program and have been promoted to Grade 10.

1. Credits are indicated in parentheses.
2. Students of parents identified under Section 23 of the Charter of Rights and Freedoms may present Langue et littérature 10-20-30 as a Category A diploma requirement. For these students, the Category C requirement is English 10-20-30. Students whose parents are not identified under Section 23 of the charter may apply Langue et littérature 10-20-30 toward the Category C requirement. New course designations will replace Langue et littérature 10-20-30 in the near future.

3. Eligible Course Sequences for Category C

The following course sequences are eligible to meet the Category C requirement for the Advanced High School Diploma, effective for students who enter Grade 10 in the 1988-89 school year. A minimum of ten credits must be earned in either a two- or three-course sequence that culminates at the Grade 12 level. In some cases, two three-credit courses may be combined at the 20-level and the 30-level to meet the minimum ten-credit requirement. The list of course sequences will be reviewed and any changes will be phased in.

a. A Language Other Than English

French 10-20-30
French 10S-20S-30S
French 10N-20N-30N
German 10-20-30-31
Italian 10-20-30
Langue et littérature 10-20-30[1]
Latin 10-20-30
Spanish 10-20-30
Ukrainian 10-20-30-31
Ukrainian 10S-20S-30S

b. A Fine Arts Course

Art 10-20-30
Art 11-21-31
Drama 10-20-30
Music 10-20-30
Music 11-21-31

c. A Practical Arts Course Sequence Approved by Alberta Education

(i) Industrial Education

Industrial Education 10-20-30
Visual Communications 12-22-32
Graphic Arts 12-22-32
Drafting 12-22-32
Related Mechanics 12-22-32
Automotives 12-22-32
Building Construction 12-22-32
Machine Shop 12-22-32
Sheet Metal 12-22-32
Welding 12-22-32
Electricity 12-22-32
Health Services 12-22-32
Horticulture 12-22-32
Autobody 12-22-32
Electronics 12-22-32
Beauty Culture 12-22-32
Food Preparation 12-22-32
Piping 12-22-32

1. Students of parents identified under Section 23 of the Charter of Rights and Freedoms may present Langue et littérature 10-20-30 as a Category A diploma requirement. For these students, the Category C requirement is English 10-20-30. Students whose parents are not identified under Section 23 of the charter may apply Langue et littérature 10-20-30 toward the Category C requirement.

(ii) Business Education[1,2]

Accounting 10-20-30

Computer Literacy 10
Computer Processing 10 -20-30

Business Education 10-20-30

Marketing 20
Basic Business 20 → Marketing 30
Basic Business 30

Shorthand 20
Office Procedures 20 → Shorthand 30
Office Procedures 30

Typewriting 10

Typewriting 20
Dicta Typing 20 → Typewriting 30
Word Processing 30

(iii) Home Economics[2,3,4]

Clothing and Textiles 10-20-30
Food Studies 10-20-30
Personal Living Skills 10-20-30

d. Locally Developed Courses

(i) Locally developed courses that are within the second languages, fine arts or practical arts areas may be accepted for Category C status.

1. Students may combine two three-credit courses at each of the 20 and 30 levels to meet the Category C requirement.
2. Students may transfer to other course sequences as defined in Appendix A of this handbook.
3. Students may combine two three-credit course sequences at the 20 or 30 level to meet the ten-credit requirement.
4. As Personal Living Skills 10-20-30 courses are not sequential, students may integrate the 20- and 30-level courses into any of the home economics course sequences (e.g., Clothing and Textiles 10-20 and Personal Living Skills 30 would be eligible for Category C).

(ii) School boards wishing to have a presently approved locally developed course designated as a Category C course must resubmit the program of studies and supporting board motion to the Curriculum Design Branch (fine arts courses and practical arts courses) or the Language Services Branch (languages other than English) prior to April 30, 1988, or April 30 of the year in which the jurisdiction plans to offer the course as a Category C requirement.

(iii) Initial application for locally developed course approval (as outlined in Appendix A of this handbook) must also indicate whether the school board plans to apply the course(s) toward the Category C requirement.

SPECIAL CASES

A student whose program appears to be unduly restricted because of the application of the Category C regulations may apply to the Special Cases Committee, Alberta Education (refer to page 44 of this handbook).

4. Previously Earned Credits

Alberta Education will recognize all course credits earned prior to September 1, 1984 for the purpose of awarding the General High School Diploma.

Students who are registered in Grade 12 may apply any of the previously completed diploma examination subject requirements toward the Advanced High School Diploma provided they have earned a final course mark of 50% or higher.

5. Rules Governing Awarding of Credits

a. To earn the credits attached to all high school courses, a student shall achieve at least 50% ("C" standing) in each course.

b. No credits shall be granted:

(i) when the maximum credits have been previously awarded

(ii) in one of English 33 or English 30 if registration and classroom instruction in the subjects are concurrent.

6. General Requirements for Admission to Post-Secondary Educational Institutions

Students from the high schools of Alberta seeking admission to a post-secondary institution should check the calendar of the institution for admission requirements.

7. Recognition of Alberta Vocational High School Subjects by the Institutes of Technology and Community Colleges

Advance placement may be granted by an institution on the basis of proof of successful completion of a high school vocational program (business or technical) and/or obtaining a passing grade in an institution-administered entrance examination.

Because of the necessity of arranging for individualized programs, students wishing to take advantage of these articulation provisions must write to the registrar of the institute of technology or community college by April 15, giving details of the high school program completed and stating the post-secondary program they are interested in. The institutions involved will communicate with students regarding specific information.

8. Articulation with the Alberta Apprenticeship Program

Some vocational high school programs are similar in scope to the junior periods of some apprenticeship programs. In particular, similarities prevail between:

Building Construction and Carpenter Apprenticeship
Electricity and Electrician Apprenticeship
Pipe Trades and Plumber Apprenticeship
Pipe Trades and Steamfitter Apprenticeship
Automotives and Motor Mechanic Apprenticeship
Auto Body and Auto Body Mechanic Apprenticeship
Sheet Metal and Sheet Metal Mechanic Apprenticeship
Machine Shop and Machinist Apprenticeship
Electronics and Electronic Technician Apprenticeship
Electronics and Communication Electrician Apprenticeship
Related Mechanics and Agricultural Mechanic Apprenticeship
Welding and Welder Apprenticeship
Food Preparation and Cook Apprenticeship
Barber and Beautician Certification

a. A person who presents to apprenticeship authorities of Alberta Manpower 100 high school credits, including at least 35 credits in one of the aforementioned high school programs (excepting beauty culture) and an acceptable application for apprenticeship in the corresponding apprenticeship program, may be granted apprenticeship credits on the following basis:

(i) For building construction, electricity, automotives, machine shop, electronics, plumbing and steamfitting – upon recommendation of the employer, twelve months of time credit (three months shortening of each of four twelve-month periods) and first and second period technical credit upon passing the examinations for these periods.

(ii) For appliance servicing – upon recommendation of the employer, twelve months of time credit (four months shortening of each of three 1600 hour periods) and first period technical credit upon passing the examination.

(iii) For electronics into the communication electrician apprenticeship – upon recommendation of the employer, credits arranged by evaluation of credentials, as there are four "craft" areas in the apprenticeship program beyond the first period level.

(iv) For welding and food preparation* – upon recommendation of the employer, twelve months of time credit (four months shortening of each of three twelve-month periods) and first period technical credit upon passing the first period examination.

(v) For auto body – upon recommendation of the employer, one period of time credit (600 hours shortening of each of three 2100 hour periods) and first period technical credit upon passing the first period examination.

(vi) Sheet metal – upon recommendation of the employer, one period of time credit (450 hours shortening of each of four 1800 hour periods) and first and second period technical credit upon passing the examination for these periods.

(vii) For related mechanics – no accreditation arrangements.

(viii) For beautician* – new accreditation arrangements:

(a) All students graduating with 55 credits must find an employer willing to indenture them as an apprentice. The application for apprenticeship will result in a students notice to appear for the theory examination and will be informed they need to serve two 700-hour periods of work experience before attempting the practical examination. When all requirements are met, the student will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.

* Maximum credit allocations for food preparation and beautician (beauty culture) will be reviewed in 1988-89.

(b) High school (vocational) students with less than 55 credits, but having more than 700 hours of instruction from an approved school, will be required to find an employer and indenture as an apprentice. Upon presentation of documented proof of the above, the student may receive technical credit for the first apprenticeship period. On the employer's recommendation, the student may attempt the first period examination. Also, with an employer's recommendation, an apprentice may be granted work experience credit for the first period of apprenticeship up to the maximum hours of time spent in school instruction. Please note that applicants in this category may not attempt second period examinations. Apprentices must attend second period apprenticeship training and complete 1400 hours of work experience. Following this, apprentices may challenge the theory and practical examinations and, if successful, will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.

(c) Students receiving less than 700 hours of instruction from an approved school must take both periods of apprenticeship technical training. However, with an employer's recommendation, an apprentice may be granted work experience for the first period up to the maximum hours of time spent in school instruction.

b. A person who presents fewer than 35 credits in one of the articulated vocational programs may expect to be considered for lesser apprenticeship credit on the basis of individual performance upon undertaking apprenticeship.

Note: Vocational high school credits acceptable for articulation with apprenticeship programs may be altered from time to time due to changes in programming recommended by provincial advisory committees.

Information about apprenticeship programs is contained in the brochure "Apprenticeship Opportunities" available from the Apprenticeship and Trade Certification Branch Regional Offices at:

10926 - 119 Street
EDMONTON T5H 3P5
427-3722

6th Floor, Alberta Place
1520 Fourth Street S.W.
CALGARY T2R 1H5
297-6457

2nd Floor, Provincial Building
200 - 5th Avenue S.
LETHBRIDGE T1J 4C7
381-5380

209 Provincial Building
4935 - 51 Street
RED DEER T4N 6K8
340-5151

7th Floor, West Tower
Jubilee Centre
9915 - Franklin Avenue
FORT MCMURRAY T9H 2K4
743-7194

302 Provincial Building
9905 - 100 Street
GRANDE PRAIRIE T8V 2L8
538-5240

5135 - 50 Avenue
Box 268
VERMILION T0B 4M0
853-8150

2nd Floor, Hinton Centre
Pembina Avenue
HINTON T0E 1B0
865-8293

Provincial Building
Box 28, Bag #900
PEACE RIVER T0H 2X0
624-6352

G. SPECIAL PROVISIONS FOR MATURE STUDENTS

1. A mature student[1] is one who, as of September 1 of the current school year,[2] meets one of the following criteria:
   a. is twenty years of age or older; or
   b. is nineteen years of age and, since reaching the age of eighteen, has been out of school for eight consecutive months;[3] or
   c. is the holder of a previously-awarded High School Diploma or equivalent, from any jurisdiction, acceptable to the Minister.
2. In instances where there is doubt or dispute as to whether or not mature student status should be granted, or where special or unusual circumstances appear to exist, cases may be submitted for consideration to the Special Cases Committee of Alberta Education (see page 44).
3. Mature students enrolled in credit courses must be registered with the Student Evaluation and Records Branch of Alberta Education.
4. A mature student may earn senior high school credits after successfully completing:
   a. courses offered in a regular accredited school
   b. courses offered under Section 15 of the School Grants Regulations dealing with extension programs
   c. courses offered by the Alberta Correspondence School
   d. a diploma examination conducted by Alberta Education with or without formal course instruction (see page 17 for the list of examination subjects).
5. A mature student is eligible to enrol in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.

1. Mature student status is granted effective September 1 for the subsequent school year. All the necessary criteria shall be satisfied **prior** to September 1 in any year.
2. The school year is September 1 through August 31.
3. The eight consecutive months are required prior to September 1 of the current school year; students are deemed to be in school if their Alberta High School Student Record lists a high school course completed within the eight month period, other than by correspondence, private study or summer school.

6. A mature student who has achieved, by any of the alternatives noted in No. 4, a standing of 50% or higher in a senior high school course will automatically be awarded credits by Alberta Education in the normal prerequisite(s) pattern(s) to the course(s) completed.

7. Mature students are eligible to receive a General or an Advanced High School Diploma upon completing the normal requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management 20.

   Note: Many school boards offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult with their school board for details of such programs.

H. HIGH SCHOOL EQUIVALENCY DIPLOMA

There are two alternative ways to achieve a High School Equivalency Diploma.

Alternative 1

A person, 18 years or older, who is deficient in the credits needed for a High School Diploma, who has been out of school for at least ten consecutive months, and who wishes to obtain a High School Equivalency Diploma, may apply by letter to the Director, Student Evaluation and Records Branch, Alberta Education. All necessary documents should be included with the letter of application.

To gain a High School Equivalency Diploma, a candidate shall obtain 100 school credits as set forth below:

a. A minimum of 60 credits gained through classroom instruction in a school or other institution accredited by Alberta Education and offering approved senior high school courses as follows:

(i) A high school course in mathematics	5 credits
(ii) A high school course in science	3 credits
(iii) English 30 or 33	5 credits
(iv) One other Grade 12 course	5 credits
(v) Additional high school courses	42 credits

b. Additional credits which, when added to those gained according to a. above, total at least 100, as follows:

(i) Additional high school courses.

(ii) A maximum of 15 credits for maturity according to the following scale:

Age 21-24 (inclusive)	5 credits
Age 25-29 (inclusive)	10 credits
Age 30 and over	15 credits

(iii) A maximum of 15 credits for approved adult education courses under recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes).

(iv) A maximum of five credits for extensive travel.

(v) A maximum of five credits for extensive reading or private study.

Alternative 2

A person, 18 years or older, who passes all five tests in the General Educational Development (G.E.D.) test battery with a minimum standard score of 45% or better, and meets the eligibility requirements, will be granted a High School Equivalency Diploma. Further information regarding the G.E.D. program may be obtained from the Student Evaluation and Records Branch or the nearest Regional Office of Alberta Education.

I. SPECIAL CASES COMMITTEE

1. Frame of Reference of the Committee

The committee deals with all matters that require the interpretation and application of policy relative to student programming as suggested in No. 3 below.

2. Membership of the Committee

The committee is made up as follows:

a. Director, Student Evaluation and Records Branch,

b. four other members of Alberta Education.

3. Functions of the Committee

Specific examples of matters dealt with by the committee include the following:

a. determining the number of high school credits to be awarded to out-of-province students who have appealed the evaluation given by the school in Alberta

b. ruling on whether or not students who have been expelled from school should be permitted to write diploma examinations

c. ruling on the cases of individual students whose programs appear to be unduly restricted because of departmental regulations

d. ruling on all matters where no policy or precedent exists

e. determining "mature student" status in individual cases

f. granting of retroactive credits where applicable

g. reviewing the high school record of students seeking General or Advanced High School Diploma standing

h. determining the variations in practice which may be permitted in the writing of examinations by students seeking a General or an Advanced High School Diploma.

4. Directions for Contacting the Committee

Teachers, principals, students or individuals in the province who feel they have a case requiring special consideration should apply, in writing, to the Secretary, Special Cases Committee, Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

APPENDICES

APPENDIX A:
SECONDARY SCHOOL PROGRAMS
1988 - 89

1. PROVINCIALLY AUTHORIZED COURSES

   A. Junior High School

   B. Senior High School

2. GOVERNMENT LEGISLATION AND DEPARTMENTAL POLICY RELATIVE TO THE DEVELOPMENT OF CURRICULA AND RESOURCE USE

   A. Legislation Relative to Local Selection of Instructional Materials and Development of Curricula

   B. Department of Education Policy Statement Relative to Curriculum Development and Section 11 of The School Act

3. LOCALLY AUTHORIZED OR DEVELOPED COURSES

   A. Locally Authorized Junior High School Complementary Courses: Policy, Guidelines and Procedures

   B. Locally Developed Senior High School Courses: Policy, Guidelines and Procedures

   C. Listing of Approved Locally Developed Courses

Approved secondary school courses included in this handbook represent the complete list of approved courses (with the exception of approved pilot courses). Courses included in previous editions of this handbook are no longer valid and will not be approved for credit.

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Note: See pp. 21 to 24 for additional information.

1. PROVINCIALLY AUTHORIZED COURSES

A. Junior High School

B. Senior High School

A. JUNIOR HIGH SCHOOL

Junior high school courses fall into two categories, core and complementary. To assist school administrators in completing the Secondary School Program Plan the course code numbers for each of the courses (by grade) are listed to the right.

CORE	GRADE 7	GRADE 8	GRADE 9
Language Arts	7100	8100	9100
French Language Arts[1]	7101	8101	9101
Ukrainian Language Arts	7102	8102	9102
Français	7103	8103	9103
Mathematics	7110	8110	9110
Physical Education	7120	8120	9120
Health and Personal Life Skills	7130	8130	9130
Science	7140	8140	9140
Social Studies	7150	8150	9150
COMPLEMENTARY			
PRACTICAL ARTS			
Agriculture	7300	8300	9300
Computer Literacy[2]		8430	
Home Economics	7330	8330	9330
Industrial Education	7340	8340	9340
Typewriting[3]			9420
FINE AND PERFORMING ARTS			
Art	7310	8310	9310
Drama	7320	8320	9320
Music (General)	7390	8390	9390
Music (Choral)	7400	8400	9400
Music (Instrumental)	7410	8410	9410
SECOND LANGUAGES			
French	7350	8350	9350
French N[4]	7351	8351	9351
German[5]		8360	9360
Ukrainian	7380	8380	9380
Other	7550	8550	9550
RELIGIOUS OR ETHICAL STUDIES			
Religious Studies	7450	8450	9450
Ethics[6]		8460	
OTHER			
Locally Authorized Courses	7470	8470	9470

1. New course designations will replace French language arts in the near future.
2. Although designated as a Grade 8 course, computer literacy may also be offered in Grades 7 or 9.
3. Only one course of typewriting is to be offered at the junior high school level. Although designated as a Grade 9 course, typewriting may be offered in Grades 7 or 8.
4. The French N course sequence is for those students who have begun a nine-year French program in the elementary grades.
5. The new two-year junior high German program may be offered in any of Grades 7, 8 or 9.
6. Although designated as a Grade 8 course, ethics may be offered in Grades 7 or 9.

B. SENIOR HIGH SCHOOL

The number in brackets after each subject indicates its credit value. A course shown immediately to the left of any Grade 11 or 12 course is its normal prerequisite (for vocational education see note below). Other prerequisites are indicated by means of brackets.

The number preceding each course name indicates the course code used by the department.

GRADE 10	GRADE 11	GRADE 12
LANGUAGE ARTS		
1100 English 10 (5)	2100 English 20 (5)	3100 English 30 (5)
1115 English 13 (5)	2115 English 23 (5)	3115 English 33 (5)
	Any two of:	
	2141 Communications 21a (3)	
	2142 Communications 21b (3)	
	2143 Literature 21a (3)	
	2144 Literature 21b (3)	
English as a Second Language 10a No Credit		
1117 English as a Second Language 10b (5)		
1118 English as a Second Language 10c (5)		
1145 Reading 10 (3) (4) (5)		
1312 Langue et littérature 10 (5)	2312 Langue et littérature 20 (5)	3312 Langue et littérature 30 (5)
1313 Ukrainian Language Arts 10 (5)	2313 Ukrainian Language Arts 20 (5)	3313 Ukrainian Language Arts 30 (5)
SECOND LANGUAGES		
1300 French 10[1] (5)	2300 French 20 (5)	3300 French 30 (5)
1302 French 10S[1] (5)	2302 French 20S[1] (5)	3302 French 30S[1] (5)
1303 French 10N[1] (5)	2303 French 20N[1] (5)	3303 French 30N[1] (5)
		3315 German 30 (5)
1315 German 10 (5)	2315 German 20 (5)	3317 German 31 (5)
1322 Italian 10 (5)	2322 Italian 20 (5)	3322 Italian 30 (5)
1325 Latin 10 (5)	2325 Latin 20 (5)	3325 Latin 30 (5)
1345 Spanish 10 (5)	2345 Spanish 20 (5)	3345 Spanish 30 (5)
1355 Ukrainian 10 (5)	2355 Ukrainian 20 (5)	3355 Ukrainian 30 (5)
1356 Ukrainian 10S[1] (5)	2356 Ukrainian 20S[1] (5)	3356 Ukrainian 30S[1] (5)

Note For specific description of introductory and sequential vocational courses see the *Industrial Education Manual for Guidance to Teachers, Counsellors and Administrators*.

1 These course numberings refer to the three-year (French 10), six-year (French 10S, French 20S, French 30S, Ukrainian 10S, Ukrainian 20S, Ukrainian 30S) and nine-year (French 10N, French 20N, French 30N) programs approved in 1980.

MATHEMATICS

1200 Mathematics 10	(5)	2200 Mathematics 20	(5)	3200 Mathematics 30	(5)
				3211 Mathematics 31[2]	(5)
1216 Mathematics 13	(5)	2216 Mathematics 23	(5)	3216 Mathematics 33	(5)
1225 Mathematics 15[1]	(5)	2225 Mathematics 25[1]	(5)		

SCIENCE

1230 Biology 10	(3)	2230 Biology 20	(3)	3230 Biology 30	(5)
1240 Chemistry 10	(3)	2240 Chemistry 20	(3)	3240 Chemistry 30	(5)
1260 Physics 10	(3)	2260 Physics 20	(3)	3260 Physics 30	(5)
		2275 Physics 22	(3)	3275 Physics 32	(5)
1280 Science 11	(3) (5)				
1800 Agriculture 10[3]	(3) (5)	2800 Agriculture 20[3]	(3) (5) (10)	3800 Agriculture 30[3]	(5) (10) (15)

COMPUTER LITERACY[4]

1529 Computer Literacy 10	(3)

SOCIAL STUDIES[5]

1150 Social Studies 10	(5)	2150 Social Studies 20	(5)	3150 Social Studies 30	(5)
1151 Social Studies 13	(5)				

1. Although Mathematics 15 and 25 are numbered as locally developed courses, they are provincially authorized and do not require special permission prior to their use.
2. As of September 1985, Mathematics 30 is the prerequisite for Mathematics 31. However, schools may register students in Mathematics 30 and 31 concurrently.
3. See page 24, item 6, for additional information.
4. Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence, or alternatively Computer Literacy 10 - Computer Processing 20-30 sequence, a maximum of 15 credits has been set.
5. See page 21, item 3, for additional information.

SOCIAL SCIENCES[1]

2171 Personal Psychology 20 (3)

2172 General Psychology 20 (3)

2160 Religious Ethics 20 (3)

2161 Religious Meanings 20 (3)

2176 General Sociology 20 (3)

2177 Sociological Institutions 20 (3)

2166 Local and Canadian Geography 20 (3)

2181 Origins of Western Philosophy 20 (3)

2182 Contemporary Western Philosophy 20 (3)

1. See page 21, item 3, for additional information

2155 Political Thinking 20 (3)

2156 Comparative Government 20 (3)

2185 Western Canadian History 20 (3)

2186 Canadian History 20 (3)

2187 Economics for Consumers 20 (3)

3171 Experimental Psychology 30 (3)

3161 World Religions 30 (3)

3176 Applied Sociology 30 (3)

3166 World Geography 30 (3)

3182 Philosophies of Man 30 (3)

3175 Cultural and Physical Anthropology 30 (3)

3185 World History 30 (3)

3158 International Politics 30 (3)

3193 Microeconomics 30 (3)

3194 Macroeconomics 30 (3)

PERSONAL DEVELOPMENT

1450 Driver and Traffic Safety Education 10 (2)		
1415 Health and Personal Development 10 (2) (3) (4) (5)	2416 Career and Life Management 20 (3) (4) (5)	
1435 Occupations 10 (2) (3)		
1445 Physical Education 10 (3) (4) (5)	2445 Physical Education 20 (2) (3) (4) (5)	3445 Physical Education 30 (5)

FINE ARTS

1400 Art 10 (3) (4) (5)	2400 Art 20 (3) (4) (5)	3400 Art 30 (5)
1405 Art 11 (3) (4) (5)	2405 Art 21 (3) (4) (5)	3405 Art 31 (5)
1410 Drama 10 (3) (4) (5)	2410 Drama 20 (3) (4) (5)	3410 Drama 30 (5)
1420 Music 10 (3) (4) (5)		
1425 Music 11 (3) (4) (5)	2420 Music 20 (3) (4) (5)	3420 Music 30 (5)
1426 Music 12 (3) (4) (5)	2425 Music 21 (3) (4) (5)	3425 Music 31 (5)

HOME ECONOMICS

1601 Clothing & Textiles 10 (3) (4) (5)	2601 Clothing & Textiles 20 (3) (4) (5)	3601 Clothing & Textiles 30 (5)
1611 Food Studies 10 (3) (4) (5)	2611 Food Studies 20 (3) (4) (5)	3611 Food Studies 30 (5)
1621 Personal Living Skills 10 (3) (4) (5)		
	2621 Personal Living Skills 20 (3) (4) (5)	
		3621 Personal Living Skills 30 (5)

INDUSTRIAL EDUCATION[1]

General Courses

1727 Industrial Education 10a (3) (4) (5)	2727 Industrial Education 20a (3) (4) (5)	3727 Industrial Education 30a (3) (5)
1728 Industrial Education 10b (3) (4) (5)	2728 Industrial Education 20b (3) (4) (5)	3728 Industrial Education 30b (3) (5)
		3729 Production Science 30 (5)

1. See page 24, item 5, for additional information

INDUSTRIAL EDUCATION[1]

Career Fields

a) Graphic Communications

1736 Visual Communication 12 (5)	2737 Vis. Com. 22a (5)	3737 Vis. Com. 32a (5)	
	2738 Vis. Com. 22b (5)	3738 Vis. Com. 32b (5)	
	2739 Vis. Com. 22c (5)	3739 Vis. Com. 32c (5) (10)	
	2904 Graphic Arts 22a (5)	3904 Graphic Arts 32a (5)	
	2905 Graphic Arts 22b (5)	3905 Graphic Arts 32b (5)	
	2906 Graphic Arts 22c (5)	3906 Graphic Arts 32c (5) (10)	
1715 Drafting 10 (3) (4) (5)	2715 Drafting 20 (3) (4) (5)		
1736 Visual Communication 12 (5)	2864 Drafting 22a (5)	3864 Drafting 32a (5)	
1864 Drafting 12 (5)	2865 Drafting 22b (5)	3865 Drafting 32b (5)	
	2866 Drafting 22c (5)	3866 Drafting 32c (5) (10)	

b) Mechanics

1746 Mechanics 12 (5)	2809 Related Mechanics 22a (5)	3809 Related Mechanics 32a (5)
	2810 Related Mechanics 22b (5)	3810 Related Mechanics 32b (5)
	2811 Related Mechanics 22c (5)	3811 Related Mechanics 32c (5) (10)
1746 Mechanics 12 (5)	2824 Automotives 22a (5)	3824 Automotives 32a (5)
	2825 Automotives 22b (5)	3825 Automotives 32b (5)
	2826 Automotives 22c (5)	3826 Automotives 32c (5) (10)
1816 Auto Body 12 (5)	2816 Auto Body 22a (5)	3816 Auto Body 32a (5)
1746 Mechanics 12 (5)		
	2817 Auto Body 22b (5)	3817 Auto Body 32b (5)
	2818 Auto Body 22c (5)	3818 Auto Body 32c (5) (10)

1. See page 24, item 5, for additional information.

c) Construction and Fabrication

1836 Building Construction 12 (5)	2836 Building Construction 22a (5)	3836 Building Construction 32a (5)
	2837 Building Construction 22b (5)	3837 Building Construction 32b (5)
	2838 Building Construction 22c (5)	3838 Building Construction 32c (5) (10)
1936 Machine Shop 12 (5)	2936 Machine Shop 22a (5)	3936 Machine Shop 32a (5)
	2937 Machine Shop 22b (5)	3937 Machine Shop 32b (5)
	2938 Machine Shop 22c (5)	3938 Machine Shop 32c (5) (10)
1949 Piping 12 (5)	2949 Piping 22a (5)	3949 Piping 32a (5)
	2950 Piping 22b (5)	3950 Piping 32b (5)
	2951 Piping 22c (5)	3951 Piping 32c (5) (10)
1968 Sheet Metal 12 (5)	2968 Sheet Metal 22a (5)	3968 Sheet Metal 32a (5)
	2969 Sheet Metal 22b (5)	3969 Sheet Metal 32b (5)
	2970 Sheet Metal 22c (5)	3970 Sheet Metal 32c (5) (10)
1980 Welding 12 (5)	2980 Welding 22a (5)	3980 Welding 32a (5)
	2981 Welding 22b (5)	3981 Welding 32b (5)
	2982 Welding 22c (5)	3982 Welding 32c (5) (10)

d) Electricity - Electronics

1731 Electricity - Electronics 12 (5)	2880 Electricity 22a (5)	3880 Electricity 32a (5)
	2881 Electricity 22b (5)	3881 Electricity 32b (5)
	2882 Electricity 22c (5)	3882 Electricity 32c (5) (10)
	2888 Electronics 22a (5)	3888 Electronics 32a (5)
	2889 Electronics 22b (5)	3889 Electronics 32b (5)
	2890 Electronics 22c (5)	3890 Electronics 32c (5) (10)

e) Personal Services

1832 Beauty Culture[1] 12 (5)	2832 Beauty Culture 22a (5)	3832 Beauty Culture 32a (5)
	2833 Beauty Culture 22b (5)	3833 Beauty Culture 32b (5)
	2834 Beauty Culture 22c (5)	3834 Beauty Culture 32c (5) (10)
		3835 Beauty Culture 32d (5) (10) (15)
1896 Food Preparation[1] 12 (5)	2896 Food Preparation 22a (5)	3896 Food Preparation 32a (5)
	2897 Food Preparation 22b (5)	3897 Food Preparation 32b (5)
	2898 Food Preparation 22c (5)	3898 Food Preparation 32c (5) (10)
		3899 Food Preparation 32d (5)
1961 Health Services 12 (5)	2961 Health Services 22 (5)	3961 Health Services 32a (5)
		3962 Health Services 32b (5)

f) Horticulture

1916 Horticulture 12 (5)	2916 Horticulture 22a (5)	3916 Horticulture 32a (5)
	2917 Horticulture 22b (5)	3917 Horticulture 32b (5)
	2918 Horticulture 22c (5)	3918 Horticulture 32c (5) (10)

1. Maximum credit allocations will be reviewed in 1988-89.

BUSINESS EDUCATION[1]

1501 Accounting 10 (3) (5)	2501 Accounting 20 (3) (5)	3500 Accounting 30 (5)
1527 Computer Processing 10[2] (3) (5)	2527 Computer Processing 20 (3) (5)	3527 Computer Processing 30 (3) (5)
1529 Computer Literacy 10 (3)		
	2541 Basic Business 20 (3) (5)	3541 Basic Business 30 (3) (5)
1542 Business Education 10 (3) (5) (10)	2542 Business Education 20 (3) (5) (10)	3542 Business Education 30 (3) (5) (10)
1550 Record Keeping 10 (3)		
	2566 Dicta Typing 20 (3)	
1585 Typewriting 10[3] (3) (5)	2565 Typewriting 20[3] (3) (5)	3585 Typewriting 30 (5)
		3567 Word Processing 30 (3)
	2555 Shorthand 20 (3) (5)	3555 Shorthand 30 (3) (5)
	2545 Office Procedures 20 (3) (5)	3545 Office Procedures 30 (3) (5)
	2543 Business Communications 20 (3)	
	2544 Business Calculations 20 (3)	

1. Please refer to the *Business Education Manual for Teachers, Counsellors and Administrators* (1987) for maximum credit limits for business education programs.

2. Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence, or alternatively Computer Literacy 10 - Computer Processing 20-30 sequence, a maximum of 15 credits has been set.

3. Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

2430 Law 20 . . . . . (3) (5)

3430 Law 30 (3) (5)

2540 Marketing 20 (3) (5)

3540 Marketing 30 (3) (5)

OTHER INSTRUCTION

1998 Work Experience 15 (3) (5)

2998 Work Experience 25 (3) (5)

3998 Work Experience 35 (3) (5)

1999 Special Projects
10 . . . . . (3) (5)

2999 Special Projects
20 . . . . . (3) (5)

3999 Special Projects
30 . . . . . (5)

2. GOVERNMENT LEGISLATION AND DEPARTMENTAL POLICY RELATIVE TO THE DEVELOPMENT OF CURRICULA AND RESOURCE USE

A. Legislation Relative to Local Selection of Instructional Materials and Development of Curricula

B. Department of Education Policy Statement Relative to Curriculum Development and Section 11 of The School Act

A. LEGISLATION RELATIVE TO LOCAL SELECTION OF INSTRUCTIONAL MATERIALS AND DEVELOPMENT OF CURRICULA

A. Instructional Materials Delegation Order

SCHOOL ACT
ALBERTA REGULATION 224/75, AMENDED A.R. 58/83
REGULATIONS DELEGATING POWERS
TO SCHOOL BOARDS

1. *In this regulation "Act" means The School Act.*
2. *A board may prescribe instructional materials in addition to, or in substitution for, those instructional materials prescribed for use under Section 11(2)(a)(ii) of the Act.*
3. *Where a board prescribes instructional materials under section 2, it shall do so by resolution of the board.*
4. *A copy of a resolution made under section 2 shall be sent to the Minister.*

Note 1: Learning resources used in a school system shall be either those approved by Alberta Education or by the school board resolution.

The teacher is responsible for any materials used in the classroom if they have not been prescribed or approved by the Minister, the school board or other appropriate authority.

Note 2: Board resolutions authorizing use of learning resources other than those approved by Alberta Education, shall be submitted to the Director, Regional Office of Alberta Education.

Note 3: Authorized (prescribed) basic and recommended learning resources are available from the Learning Resources Distributing Centre.

B. DEPARTMENT OF EDUCATION POLICY STATEMENT RELATIVE TO CURRICULUM DEVELOPMENT AND SECTION 11 OF THE SCHOOL ACT

1. For the purposes of communication, courses of study will be identified by grade level in the elementary and junior high school and by course number for the senior high school. This method of identification does not suggest the grade method of organization has any particular advantage. In fact, school districts and schools are encouraged to develop methods of organization which best meet the needs of their students in terms of continuous development within the constraints of available human, physical and financial resources. At the senior high school level, any departure from the course and variable credit organization must involve some type of credit equivalents in order that the provincial high school diploma might be awarded on some equitable basis.
2. With respect to Section 11(2)(b) of The School Act, it is expected that requests from school boards to the Minister will involve only those situations where the proposed course of study or pupil program is substantially or completely different from courses prescribed by the Minister. Requests to the Minister must comply with the procedure for locally developed courses approved by the Minister, as of September 1988. The policy, guidelines and procedures are outlined on page 64 of this handbook for junior high school courses, and page 66 for senior high school courses.

3. LOCALLY AUTHORIZED OR DEVELOPED COURSES

A. Locally Authorized Junior High School Complementary Courses: Policy, Guidelines and Procedures

B. Locally Developed Senior High School Courses: Policy, Guidelines and Procedures

C. Listing of Approved Locally Developed Courses

A. LOCALLY AUTHORIZED JUNIOR HIGH SCHOOL COMPLEMENTARY COURSES: POLICY, GUIDELINES AND PROCEDURES (Effective February 1988)

Locally developed complementary junior high courses authorized by school boards provide instructional opportunities that complement provincially authorized programs. This policy enables school jurisdictions to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level.

POLICY

Alberta Education supports school board authorization of locally developed junior high complementary courses designed to foster educational improvement and excellence at the local level.

GUIDELINES

School board authorization of local junior high complementary courses is subject to the following guidelines:

1. Courses and materials (or learning resources) shall be consistent with the Goals of Schooling and with current Alberta Education policies, including the goals of the junior high programs outlined in *Secondary Education in Alberta*, June 1985.

2. Courses will provide opportunities for:

   a. educational innovation and experimentation

   b. fostering special talents and abilities of students

   c. responding to special needs of students at the local level.

3. Courses should have an instructional focus and will not replace activities that are a normal part of:

   a. extracurricular or co-curricular programs offered by a school; e.g., school team sports, school newspaper, yearbook.

   b. community programs offered by individuals or organizations; e.g., figure skating, ballet, sports activities, clubs.

4. Courses may extend content introduced in other courses, or may introduce content that is of a special interest nature. Overlap with provincially authorized core and complementary courses shall be minimized.

5. Each student will be enrolled in at least three complementary courses to be scheduled for at least 225 hours of instructional time. Of these three courses, at least two will be provincially authorized and will be scheduled for at least 150 hours. Subject to the foregoing conditions, students may enrol in one or more locally authorized courses. For the purposes of this section, religious studies is deemed to be provincially authorized.

6. Responsibility for obtaining copyright clearance and permission to use courses developed by other school jurisdictions rests with the school jurisdiction wishing to use the materials.

PROCEDURES

1. Approval of a locally authorized course shall be by board motion for a maximum duration of three years.

2. A written description of each locally authorized course will be kept on file at the school jurisdiction. The file will contain the following information:

   a. the name of the school offering the course, title of the course, grade(s), implementation date

   b. a rationale that outlines the purpose of the course and identifies the specific needs of the students and/or the local community that will be met

   c. an outline of course objectives and expected learner outcomes that support the rationale

   d. a description of the required and elective aspects of the course

   e. a description of how students will be evaluated

   f. a list of resources

   g. a copy of the board's motion that authorizes the course

   h. an outline of procedures and guidelines that will be used by the jurisdiction to evaluate the course (prior to re-approval)

   i. the results of the course evaluation.

3. Alberta Education will monitor locally authorized courses.

4. Locally authorized courses will be listed by title, with enrolments noted for each, in the annual Secondary School Program Plan.

B. LOCALLY DEVELOPED SENIOR HIGH SCHOOL COURSES: POLICY, GUIDELINES AND PROCEDURES (Effective September 1988)

POLICY

Alberta Education supports locally developed courses designed to develop further and cultivate the unique talents, interests, needs and abilities of students and to foster educational improvement and excellence through innovation and experimentation at the local level.

GUIDELINES

1. All locally developed courses and learning resources shall be consistent with the Goals of Basic Education, the Goals of Secondary Education as identified in the government's policy statement, *Secondary Education in Alberta* (1985), and the statement on Developing Desirable Personal Characteristics.

2. All locally developed courses and learning resources shall be consistent with provincial policies and guidelines as outlined in the *Program Policy Manual* (1987) issued by Alberta Education.

3. School boards offering locally developed courses shall develop, keep current and implement written policy, guidelines and procedures for development and monitoring of such courses at the local level. Local policy, guidelines and procedures shall be consistent with the intent of the province's policy, guidelines and procedures. A record of local policy and monitoring results shall also be maintained by the school jurisdiction and shall be available to Alberta Education for review upon request.

4. All locally developed courses shall be designated as 15, 25 and 35 courses.

5. All locally developed courses shall differ significantly in content from provincial programs.

6. Locally developed courses may constitute a component of a student's complementary program. Category C requirements for the Advanced High School Diploma may be fulfilled by locally developed courses in languages other than English, fine arts or practical or technical program areas. In these instances, the initial application made to Alberta Education should state that the submission for locally developed status includes a request to apply the course(s) toward the Category C requirement (see pages 34 to 36 for additional information). Locally developed courses may satisfy the requirement for the two Grade 12 courses other than English or social studies specified for the General High School Diploma.

7. School jurisdictions wishing to use locally developed courses previously approved for another school jurisdiction must obtain permission from the originator to use the course outline prior to requesting approval from Alberta Education. Responsibility for obtaining course outlines, learning resources and other related materials, for clearance of copyright where applicable, and for permission to use courses developed and approved for use in other school jurisdictions, rests with the school jurisdiction that is requesting approval.

8. If a locally developed course is consistent with departmental policies, guidelines and procedures, approval shall be granted by Alberta Education. Approval shall be for an initial term of five years subject to the following conditions:

   a. If a locally developed course or program is inactive for two consecutive years (i.e., no students are enrolled), approval will automatically lapse.

   b. If a locally developed course or program is significantly modified, the revised course or program shall be resubmitted to Alberta Education for approval.

9. All school jurisdictions wishing to continue offering an approved locally developed course shall revalidate their locally developed courses or programs every five years through referral to the Director of Curriculum Design or the Director of Language Services.

10. Requests for approval shall be submitted to the Director of Curriculum Design or the Director of Language Services in accordance with the procedures outlined below. The Deputy Minister shall be responsible for recommending final approval on behalf of the Minister.

PROCEDURES

Section 11(2)(b) of The School Act stipulates that instruction of a locally developed course shall not commence without the prior approval of the Minister. Schools may not offer any locally developed course unless their school system has been granted authority by the Minister of Education to offer that course.

1. All requests for approval of locally developed course(s) shall include a motion of the board or designated authority indicating that the course(s) shall be submitted to Alberta Education for approval.

2. All requests for approval of a course shall include:

   a. name of school jurisdiction and school(s) where the course is to be offered

   b. title of the proposed course

c. grade(s)

d. credit allocations

e. proposed implementation date

f. rationale for the course

g. objectives of the course

h. specific outline of content

i. prospective enrolment

j. special facilities or equipment necessary

k. identification of controversial or sensitive course components and treatment at the school level

l. a list of learning resources approved for use by the local school board or governing school authority

m. description of the degree to which the course complements, but avoids overlap with, provincially developed courses

n. outline for assessing student achievement

o. plan for course evaluation and monitoring by the school jurisdiction

p. documentation, as required, granting permission to use other jurisdictions' courses

q. request, if appropriate, for Category C status (see 3.d.(iii) page 36).

3. All requests for approval (initial and revalidations) shall be forwarded to Alberta Education by March 31 for implementation in the first semester of the following school year, or by October 31 for implementation in the second semester of the same school year.

4. The Director of Curriculum Design or the Director of Language Services will be involved in the initial approval of courses submitted. The Deputy Minister will be responsible for recommending final approval on behalf of the Minister. The appropriate program coordinating committee will be consulted and requested to provide feedback to the Director of Curriculum Design, or the Director of Language Services, and thereafter to the Deputy Minister.

Note 1: For further information regarding the procedures for approval, or appeal, for locally developed courses, please contact the Director of Curriculum Design. For locally developed courses in second languages, please contact the Director of Language Services. The religious studies course policy is available from the Director, Curriculum Design.

Note 2: Please see page 3 of this handbook for information pertaining to approval of academic-occupational locally developed courses.

C. LISTING OF APPROVED LOCALLY DEVELOPED COURSES

The courses listed below have been approved for use in particular schools or school districts. Other schools wishing to offer these courses must first obtain permission from the Curriculum Design Branch or Language Services Branch, and provide the following information.

(i) The motion of the board or designated authority.
(ii) The title of the course(s) to be offered.
(iii) Grade(s) and credits.
(iv) Name of school and/or system where course is to be offered.
(v) Tenure of the program.

		3110 English 35 (I.B.) (5)
1141 Introduction to Modern Languages 15 (4) (5)		
		3152 Theory of Knowledge 35 (I.B.) (3)
1198 Histoire et civilisation 15 (5)	2198 Histoire et civilisation 25 (5)	3198 Histoire et civilisation 35 (5)
1232 Biology 15 (I.B.) (3)	2232 Biology 25 (I.B.) (3)	
		3233 Biology 35 (5)
	2241 Chemistry 25 (I.B.) (3)	3241 Chemistry 35 (I.B.) (5)
1257 Geology 15 (3)	2257 Geology 25 (3)	
		3178 Deaf Studies 35[1] (5)
	2282 Physics 25 (I.B.) (3)	3282 Physics 35 (I.B.) (5)
	2276 Aeroscience 25 (5)	3276 Aeroscience 35 (5) (10)
	2290 Science 25 (3) (5)	3290 Science 35 (3) (5)
1318 Arabic 15 (5)		
1321 Hungarian 15 (5)	2321 Hungarian 25 (5)	3321 Hungarian 35 (5)
1332 Polish 15 (5)	2332 Polish 25 (5)	3332 Polish 35 (5)
1344 Spanish 14[2] (5)	2344 Spanish 24[2] (5)	3344 Spanish 34[2] (5)
1370 Cree 15 (5)	2370 Cree 25 (5)	3370 Cree 35 (5)
1371 Blackfoot 15 (5)		
1372 Chinese 15 (5)	2372 Chinese 25 (5)	3372 Chinese 35 (5)
1373 Japanese 15 (5)	2373 Japanese 25 (5)	3373 Japanese 35 (5)
	2374 Greek as a Religious Language 25 (5)	
1375 Hebrew 15 (5)	2375 Hebrew 25 (5)	3375 Hebrew 35 (5)
1412 Ballet 15 (5)	2412 Ballet 25 (5)	3412 Ballet 35 (5)
1413 Dance 15 (5)	2413 Dance 25 (5)	3413 Dance 35 (5)
1427 Music 15 (3) (4) (5)	2427 Music 25 (3) (4) (5)	3427 Music 35 (5)
1428 Electronic Music 15 (5)		
1437 Perspectives for Living 15 (3) (5)		
1455 Outdoor Living 15 (3)		
1458 Outdoor Leadership 15[3] (5)	2458 Outdoor Leadership 25[3] (5)	3456 Outdoor Leadership 35[3] (5)

1. Alberta School for the Deaf course.
2. Alberta Correspondence School courses
3. St. John's School of Alberta

1460 Religious Studies 15 (3) (5)	2480 Religious Studies 25 (3) (5)	3480 Religious Studies 35 (3) (5)
1480 Aspects of Living 15 (5)		
1535 General Business 15 (5)		
1732 Practical Arts 15a (5)	2622 Practical Living 25 (3)	3622 Practical Living 35 (3)
1733 Practical Arts 15b (5)		
	2804 Aircraft Maintenance 25a[1] (5)	3804 Aircraft Maintenance 35a (5)
	2805 Aircraft Maintenance 25b (5)	3805 Aircraft Maintenance 35b (5)
	2806 Aircraft Maintenance 25c (5)	3806 Aircraft Maintenance 35c (5) (10)
1814 Automotive Parts Merchandising 15 (5) (10)	2814 Automotive Parts Merchandising 25 (15) (20)	
1822 Service Station Operation 15 (5) (10)	2822 Service Station Operation 25 (15) (20)	
1828 Automotives 15 (5) (10)	2828 Automotives 25 (10) (15)	3828 Automotives 35 (15) (20)
1840 Building Construction 15 (5)	2840 Building Construction 25 (10) (15)	3840 Building Construction 35 (15) (20)
1841 Subtrades 15 (5)	2841 Subtrades 25 (5) (10) (15)	
1842 Building Maintenance 15 (5) (10)	2842 Building Maintenance 25 (10) (15)	3842 Building Maintenance 35 (15) (20)
1844 Carpentry 15 (5) (10)	2844 Carpentry 25 (15)	3844 Carpentry 35 (15) (20)
1852 Commercial Art 15 (5)	2848 Commercial Art 25a (5)	3848 Commercial Art 35a (5)
	2849 Commercial Art 25b (5)	3849 Commercial Art 35b (5)
	2850 Commercial Art 25c (5)	3850 Commercial Art 35c (5) (10)
1861 Fashion and Design 15 (5)	2861 Fashion and Design 25a (5)	3861 Fashion and Design 35a (5)
	2862 Fashion and Design 25b (5)	3862 Fashion and Design 35b (5)
	2863 Fashion and Design 25c (5)	3863 Fashion and Design 35c (5) (10)
		3715 Drafting 34 (5)
	2868 Drafting 25 (10) (15)	3868 Drafting 35 (15)

1 Mechanics 12 is the prerequisite for Aircraft Maintenance 25

1876 Fabricare Technology 15	(5) (10)	2876 Fabricare Technology 25 (15)
1884 Electricity 15	(5) (10)	2884 Electricity 25 (10) (15)
1900 Forestry 15	(5)	
1944 Performing Arts 15	(5)	2944 Performing Arts 25a (5)
		2945 Performing Arts 25b (5)
		2946 Performing Arts 25c (5)
		2972 Television Crafts 25a (5)
		2973 Television Crafts 25b (5)
		2974 Television Crafts 25c (5)
1964 Sewing and Design 15	(10)	2964 Sewing and Design 25 (15)
1971 Television Arts 15	(3)	
1978 Photography 15	(5) (10)	2978 Photography 25 (5) (10)
1984 Welding 15	(5) (10)	2984 Welding 25 (10) (15)

3876 Fabricare Technology 35	(15) (20)
3884 Electricity 35	(15) (20)
3944 Performing Arts 35a	(5)
3945 Performing Arts 35b	(5)
3946 Performing Arts 35c	(5) (10)
3972 Television Crafts 35a	(5)
3973 Television Crafts 35b	(5)
3974 Television Crafts 35c	(5) (10)
3964 Sewing and Design 35	(15) (20)
3984 Welding 35	(15) (20)

Note: Locally developed courses approved to fulfil International Baccalaureate requirements are designated with the letters I.B. in brackets. Only those schools offering the International Baccalaureate program are permitted to use these courses.

TRANSITIONS IN THE GENERAL HIGH SCHOOL DIPLOMA — APPENDIX B

To qualify for a General High School Diploma, students entering Grade 10 in the school terms designated are required to obtain a minimum of 100 credits as indicated below:

	PRIOR TO THE 1988-89 SCHOOL TERM		IN THE 1988-89 SCHOOL TERM	
PROGRAMS	**MINIMUM CREDITS**	**ELIGIBLE COURSES**	**MINIMUM CREDITS**	**ELIGIBLE COURSES**
LANGUAGE ARTS	15	English 10 or 13, 20 or 23, and 30 or 33	15	English 10 or 13, 20 or 23, and 30 or 33
LANGUE ET LITTERATURE[1]	15	Langue et litterature 10-20-30	15	Langue et litterature 10-20-30
SOCIAL STUDIES	10	Social Studies 10 and Social Studies 20, or Social Studies 10 and five credits in the social sciences	15	Social Studies 10 or 13, 20 or 23, and 30 or 33
MATHEMATICS	5	Maximum of ten credits in Grade 10, fifteen credits in Grades 10 and 11	5	Mathematics 10, 13 or 15. Maximum of ten credits in Grade 10, fifteen credits in Grades 10 and 11
SCIENCE	3	Science 11, Biology 10, Chemistry 10 or Physics 10	6	Science 11, Biology 10, Chemistry 10, Physics 10, Science 24, Biology 20, Chemistry 20 or Physics 20.
CAREER AND LIFE MANAGEMENT	Not Required		3	Career and Life Management 20.
PHYSICAL EDUCATION	2	Physical Education 10.	3	Physical Education 10
A MINIMUM OF TWO GRADE 12 COURSES OTHER THAN ENGLISH OR SOCIAL STUDIES [2,3]	10	Five credits in English 30 or 33 plus a minimum of ten credits in at least two other Grade 12 courses (in addition to English). Where 30-level "A" or "B" courses (e.g., Industrial Education 30A) are available, each is acceptable for diploma purposes	10	In addition to English and social studies, at least ten credits must be earned in other Grade 12 courses. All 30-level "A" or "B" courses are acceptable (e.g., Industrial Education 30A and 30B)
	45	SPECIFIED CREDITS	57	SPECIFIED CREDITS
	55	UNSPECIFIED CREDITS	43	UNSPECIFIED CREDITS

Indicates when change is mandatory in credit or course requirement

1. Students of parents identified under Section 23 of the Charter of Rights and Freedoms may present Langue et litterature 10-20-30 as a diploma requirement, but must also present English 10-20-30 or English 13-23-33. New course designations will replace Langue et litterature 10-20-30 in the near future.
2. Students of parents identified under Section 23 of the Charter of Rights and Freedoms may present English 30 or 33 as one of the Grade 12 level courses required in addition to Social Studies 30 or 33 and Langue et litterature 30.
3. One 36-level course from any occupational family will be accepted for students transferring from the Integrated Occupational Program to the General High School.

TRANSITIONS IN THE ADVANCED HIGH SCHOOL DIPLOMA

APPENDIX C

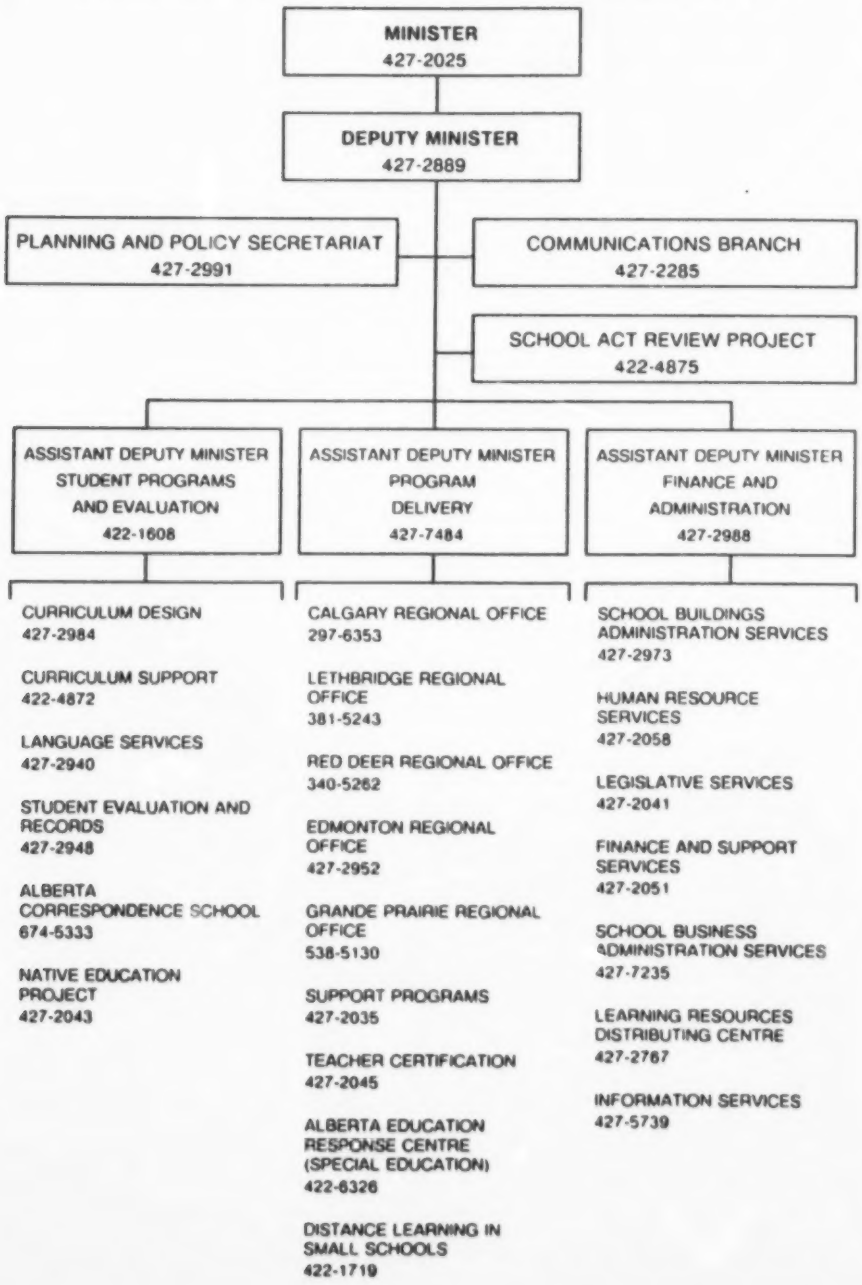
To qualify for an Advanced High School Diploma, students entering Grade 10 in the school terms designated are required to obtain a minimum of 100 credits as indicated below:

	PRIOR TO THE 1988-89 SCHOOL TERM		IN THE 1988-89 SCHOOL TERM	
PROGRAMS	**MINIMUM CREDITS**	**ELIGIBLE COURSES**	**MINIMUM CREDITS**	**ELIGIBLE COURSES**
LANGUAGE ARTS	15	English 10-20-30	15	English 10-20-30
LANGUE ET LITTERATURE[1]	15	Langue et littérature 10-20-30	15	Langue et litterature 10-20-30
SOCIAL STUDIES	15	Social Studies 10-20-30	15	Social Studies 10-20-30
MATHEMATICS	15	Mathematics 10-20-30	15	Mathematics 10-20-30
SCIENCE	11	Biology 10-20-30, Chemistry 10-20-30, Physics10-20-30	11	Biology 10-20-30, Chemistry 10-20-30, Physics10-20-30
CAREER AND LIFE MANAGEMENT	Not Required		3	Career and Life Management 20
PHYSICAL EDUCATION	2	Physical Education 10	3	Physical Education 10
CATEGORY C	Not Required		10	Second languages, practical arts or fine arts, either as a three-course prerequisite sequence to the Grade 12 level, or as a planned sequence of non-prerequisite courses approved by Alberta Education (See approved list of Category C course sequences, page 34)
	58	SPECIFIED CREDITS	72	SPECIFIED CREDITS
	42	UNSPECIFIED CREDITS	28	UNSPECIFIED CREDITS

Indicates when change is mandatory in credit or course requirement

1 Students of parents identified under Section 23 of the Charter of Rights and Freedoms may present Langue et litterature 10-20-30 as a Category A diploma requirement. For these students, the Category C requirement is English 10-20-30. Students whose parents are not identified under Section 23 of the charter may apply Langue et litterature 10-20-30 toward the Category C requirement. New course designations will replace Langue et litterature 10-20-30 in the near future

APPENDIX D:
DIRECTORY OF ALBERTA EDUCATION BRANCHES



APPENDIX E:
ALBERTA EDUCATION POLICIES

The following program-related policies are not included in the *Program Policy Manual* (1987), but are available on request from the Director, Curriculum Design Branch:

Controversial Issues in the Classroom, 1972 (under revision)

Locally Authorized Junior High School Complementary Courses: Policy, Guidelines and Procedures, 1988

Locally Developed Religious Studies Course Policy, 1986

Locally Developed Senior High School Courses: Policy, Guidelines and Procedures, 1988

Metrication Policy, 1978

Use of Human Tissue and Fluid in Educational Programs, 1987

APPENDIX F:
CURRICULUM DOCUMENTS 1985-1988

1985

Elementary Art Curriculum Guide
Elementary Art Teacher Resource
Elementary Drama Curriculum Guide
Junior High Art Curriculum Guide
Junior High Art Inservice Package
Social Studies Teaching Units (French)
Grades 1A, 1B, 2A, 2C, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8C, 9A, 9B, 10A, 11A, 11B, 12A
Accounting 10-20-30 Curriculum Guide
Basic Business 20-30 Curriculum Guide
Computer Processing 10-20-30 Curriculum Guide
Law 20-30 Curriculum Guide
Marketing 20-30 Curriculum Guide
Office Procedures 20-30 Curriculum Guide
Shorthand 20-30 Curriculum Guide
Typewriting 10-20-30 Curriculum Guide
Business Education 10-20-30 Curriculum Guide
Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators
Integrating Physically Disabled Students into Physical Education (Monograph)
L'éducation physique à l'élémentaire: guide pédagogique
Programme d'études: élémentaire
L'hygiène à l'élémentaire: guide pédagogique
La résolution de problèmes: défi des années '80
Social Studies Teaching Units (French) 5C, 6C, 9C
Mathématiques 10-20-30: guide pédagogique
Mathématiques 13-23-33: guide pédagogique

1986

The Fitness Dimension (Monograph)
Junior High Health and Personal Life Skills Curriculum Guide
Junior High School Problem Solving Challenge for Mathematics (Monograph)
Art Senior High Teacher Resource
Art Studies: Art 10-20-30 Curriculum Guide
Bilingual Terminology Lists

- Biologie
- Chimie
- Education Physique
- Etudes Sociales 30
- Informatique
- Physique

Biologie 10-20-30 Guide Pédagogique
English as a Second Language
- 10A: Basic English
- 10B: Language Development Across the Curriculum
- 10C: An English Language and Literature Transition Course

Etudes Sociales (Teaching Units)
- Topic 4A
- Topic 9A
- Topic 10B
- Topic 10C
- Topic 12A
- Topic 12B

French as a Second Language: Supplementary Learning Resources
Hygiéne 7-8-9 Guide Pédagogique
Informatique 7-8-9 Guide Pédagogique
Traitement de l'information 10-20-30 Guide Pédagogique
Six-Year Ukrainian as a Second Language Program - Teaching Unit: De? Zvidky? Kudy? (Grade 10)

1987

Junior High Health and Personal Life Skills Curriculum Guide
Junior High Health and Personal Life Skills Teacher Resource Manual
Junior High Home Economics Curriculum Guide
Junior High Home Economics Teacher Resource Manual
Junior High Language Arts Curriculum Guide
Art Studies: Art 11-21-31 Curriculum Guide
Reading 10 Curriculum Guide
Teacher Resource Manual for Accounting 10-20-30
Teacher Resource Manual for Basic Business 20-30
Teacher Resource Manual for Computer Processing 10-20-30
Teacher Resource Manual for Law 20-30
Teacher Resource Manual for Marketing 20-30
Teacher Resource Manual for Office Procedures 20-30
Teacher Resource Manual for Shorthand 20-30
Evaluation Monograph for Typewriting 10-20-30
Business Education Manual for Administrators, Counsellors and Teachers (1987)
Career and Life Management 20 (Interim) Curriculum Guide
Career and Life Management 20 (Interim) Teacher Resource Manual
A Strategic Plan for Microcomputers in Schools
Visions 2000: A Vision of Educational Technology in Alberta by the Year 2000
Students' Thinking: Developmental Framework, Cognitive Domain
Essential Concepts, Skills and Attitudes for Grade 12 (Second Draft)
Problem Solving in Mathematics: Focus for the Future
Six-Year Ukrainian as a Second Language Program – Teaching Unit: U restorani (Grade 11)
Six-Year Ukrainian as a Second Language Program – Teaching Unit: A na vesni (Grade 12)

Ukrainian as a Second Language Supplementary Learning Resources Manual
Two-Year German Second Language Program for Junior High Schools
Integrating Cultural Concepts into Second Language Instruction
ESL Instruction in the Elementary School: Curricular Guidelines and Suggestions
Programme d'études – Élémentaire Français langue maternelle
Programme d'études – Élémentaire Français immersion
Tableaux – Synthèses Français langue maternelle (élémentaire)
Le Français à l'élémentaire langue maternelle – 1er cycle (guide pédagogique)
Le Français à l'élémentaire Immersion – 1er cycle (guide pédagogique)
Cadre conceptuel – Fraçais langue maternelle (élémentaire)
L'expérience langagière
Dactylographie 10-20-30 (guide pédagogique)
Comptabilité 10-20-30 (guide pédagogique)
Hygiène et habiletés (7-8-9)
L'hygiène à l'élémentaire guide d'activités
L'éducation musicale à l'élémentaire (premier cycle)
Bilingual Terminology Lists
- Hygiène 7-8-9
- Dactylographie 10-20-30
- Comptabilité 10-20-30

1988

Junior-Senior High School Physical Education Curriculum Guide
Junior-Senior High School Physical Education Student Evaluation Monograph
Teaching and Evaluating Reading in the Senior High School
Junior High General Music Curriculum Guide
Junior High Choral Music Curriculum Guide
Junior High Instrumental Music Curriculum Guide (Wind-Percussion, Strings)
ESL Instruction in the Junior High School: Curricular Guidelines and Suggestions

Planned for Publication in 1988-89 School Year

Elementary Music Curriculum Guide
Elementary Social Studies Teacher Resource Manual (Division I)
Junior High Agriculture/Land and Life Curriculum Guide
Junior High Mathematics Curriculum Guide
Senior High Mathematics Curriculum Guide (Interim)
Social Studies 10 and 13 Curriculum Guide (Interim)
Career and Life Management 20 Curriculum Guide
Career and Life Management 20 Teacher Resource Manual
Career and Life Management 20 Implementation Manual for Administrators, Counsellors and Teachers
Selective Bibliography of English as a Second Language Supplementary Learning Resources
Music in the Ukrainian Bilingual Classes 1-3: Teacher Guide
Music in the Ukrainian Bilingual Classes 4-6: Teacher Guide
Cree as a Second Language, Grades 1 to 9
Blackfoot as a Second Language, Grades 1 to 9
German as a Second Language Supplementary Learning Resources Manual
Le Français à l'élémentaire Immersion – 2e cycle (guide pédagogique)
Le Français à l'élémentaire langue maternelle – 2e cycle (guide pédagogique)
Droit 20-30 (guide pédagogique)
Les arts plastiques à l'élémentaire (guide pédagogique)
La résolution de problèmes (7-8-9)
La bonne forme physique
Bilingual Terminology Lists
- Droit
- Arts plastiques (élémentaire)
- Mathématiques (7-12)
- Vocabulaire de l'éducation

Alberta Education Response Centre

Special Education

Special Education Program of Studies (1983)
Special Education Handbook
Program Adequacy in Special Education

Behaviour Disorders in Alberta Schools:
A Practical Guide to Identification, Assessment and Correction

Learning Disabilities: A Resource Manual for Teachers

The Integration Series (available as individual titles)
- The Educable Mentally Handicapped Student in the Regular Classroom
- The Trainable Mentally Handicapped Student in the Regular Classroom
- Integration of Dependent Handicapped Classes into the Regular School

- The Hearing Impaired Student in the Regular Classroom
- The Visually Impaired Student in the Regular Classroom
- The Physically/Medically Handicapped Student in the Regular Classroom

Curriculum Guides
- Educable Mentally Handicapped
- Trainable Mentally Handicapped
- Dependent Handicapped
- Visually Impaired
- Hearing Impaired

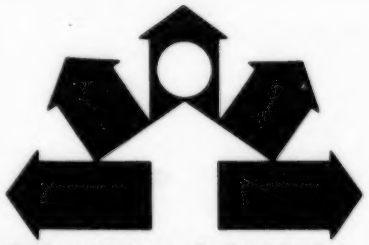
Educating Gifted and Talented Students: A Resource Manual for Teachers

Guidance and Counselling Services in Alberta Schools

A Career Is What I Do

Ask Me How Series
- Grade 7
- Grade 8
- Grade 9

Career Development for Hearing Impaired Students
Career Development Services for Alberta Students
Counselling for Hearing Impaired Students
Guidance and Counselling Services in Alberta Schools
Job Search Information Guide
Lifestyles: A Guide for Alberta High School Students
Review of Issues in Intelligence Test Use
Self-Assessment: A Guide for Alberta High School Students
Organizing an Alberta Career Day
Understanding Depression and Suicide (Student Booklet)
Special Education Manual
What Now? Practical Suggestions for Parents of Hearing Impaired Students
Report of the Committee to Review Programs and Services for the Learning Disabled and Behaviourally Handicapped (1983)
Suicide: Prevention and Coping



1988 1989

JUNIOR-SENIOR HIGH SCHOOL HANDBOOK